E.C. No. 886

ESTIMATES COMMITTEE (1977-78)

(SIXTH LOK SABHA)

FIFTEENTH REPORT

MINISTRY OF EDUCATION AND SOCIAL WELFARE

(Department of Education)

Action taken by Government on the recommendations contained in the Seventy-ninth Report of the Estimates Committee (Fifth Lok Sabha) on Youth Welfare, Youth Education, National Integration, etc.

Presented in Lok Sabha on 6 APR 1978

LOK SABHA SECRETARIAT
NEW DELHI

March, 1978/Phalguna, 1899 (S)

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(1977-78)

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STUDY GROUP 'G'

ESTIMATES COMMITTEE

(1977-78)

1. Shri Satyendra Narayan Sinha—*Chairman*
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3. Smt. Mrinal Gore
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5. Shri Mohd. Shafi Qureshi
6. Shri Annasaheb P. Shinde
7. Shri K. P. Unnikrishnan.

INTRODUCTION

I, the Chairman of the Estimates Committee having been authorised by the Committee to submit the Report on their behalf, present this Fifteenth Report on Action Taken by Government on the recommendations contained in the 79th Report of the Estimates Committee (Fifth Lok Sabha) on the Ministry of Education and Social Welfare (Department of Education)—Youth Welfare, Youth Education, National Integration etc.

2. The 79th Report was presented to Lok Sabha on 30 April, 1975. Government furnished their replies indicating action taken on the recommendations contained in that Report during November, 1975 to September, 1976. Further information called for by the Committee was furnished by the Government during July 1976 to April, 1977. The replies were examined by the Study Group 'G' of the Estimates Committee (1977-78) at their sitting held on 28 October, 1977 and it was decided that the evidence of the representatives of the Ministry might be taken to seek clarifications on certain points arising out of the Government replies. The Committee took evidence of the representatives of the Ministry at their sitting held on 28 November, 1977. The draft Report was considered by the Study Group 'G' on 1 March, 1978. It was adopted by the Estimates Committee on 8 March, 1978.

3. The Report has been divided into the following Chapters:—

I—Report

II—Recommendations which have been accepted by Government.

III—Recommendations which the Committee do not desire to pursue in view of the Government's replies.

IV—Recommendations in respect of which replies of Government have not been accepted by the Committee.

4. An analysis of the action taken by Government on the recommendations contained in the 79th Report of the Estimates Committee (Fifth Lok Sabha) is given in Appendix V. It would be observed therefrom that out of 178 recommendations made in the Report, 145 recommendations *i.e.* 81.4 per cent have been accepted by Government and the Committee do not desire to

pursue 10 recommendations *i.e.* 5.6 per cent in view of Government's replies. Replies of Government have not been accepted by the Committee in respect of 23 recommendations *i.e.* 13 per cent.

5. The Committee place on record their appreciation of the commendable work done by the Action Taken Study Group of Estimates Committee (1976-77) in obtaining additional information on the points arising from the Government's replies.

6. The Committee wish to express their thanks to the Officers of the Ministry of Education and Social Welfare for placing before them the material and information which they desired and for giving evidence before the Committee.

SATYENDRA NARAYAN SINHA,
Chairman,
Estimates Committee.

NEW DELHI;
March 14, 1978.
Phalguna 23, 1899 (*S*).

CHAPTER I

REPORT

1.1. This Report of the Committee deals with the action taken by Government on the recommendations contained in their Seventy-ninth Report (Fifth Lok Sabha) on Youth Welfare, Youth Education, National Integration etc. which was presented to the Lok Sabha on the 30 April, 1975.

1.2. Action taken notes and further information called from Government have been received in respect of all the 178 recommendations contained in the Report.

1.3. The action taken notes on the recommendations of the Committee have been categorised as follows:—

(i) Recommendations/observations that have been accepted by Government

Sl. Nos. 1 to 4, 8, 11, 12, 15, 16, 18 to 20, 23, 24, 26 to 31, 33, 35 to 45, 47 to 57, 59 to 69, 71, 72, 74, 75, 77 to 79, 85, 89, 90, 94, 97 to 109, 111 to 126, 128 to 178.

(ii) Recommendations which the Committee do not desire to pursue in view of Government's replies

Sl. Nos. 14, 32, 34, 46, 58, 70, 73, 91, 110 and 127.

(iii) Recommendations/observations in respect of which Government's replies have not been accepted by the Committee

Sl. Nos. 5 to 7, 9, 10, 13, 17, 21, 22, 25, 76, 80 to 84, 86, 87, 88, 92, 93, 95, 96.

1.4. The Committee will now deal with the action taken by Government on some of their recommendations.

FORMULATION OF NATIONAL YOUTH POLICY

Recommendation Sl. No. 5 (Paragraph 1.30)

1.5. The Committee noted that vast majority of youth in the country were non student youth and it was vitally important to activise the immense body of non student youth in such a way as to give them identity, self esteem and a stake in living productive lives. In this connection the Committee referred to the recommendations made at the Regional Seminar on the Role of Youth in National

Development organised by the United Nations (ECAFE) in 1970 in which it was suggested to all Member Governments that a national youth policy should be formulated to meet the aspirations of the youth in the country. The Committee regretted that a national youth policy had not been formulated by the Government and recommended that having regard to the crucial importance of the youth as a vital human resource for the development of the country, it was imperative that a national youth policy was formulated by Government at the earliest to channelise the potentialities of youth for national developmental and social change.

1.6. In their reply the Ministry stated that "we have noted the Estimates Committee recommendation. Steps have already been taken to activise the non-student youth through various measures."

1.7. The Committee are constrained to observe that the reply furnished by the Ministry is evasive and not to the point. While the Committee had stressed that a National Youth Policy should be formulated by the Government at the earliest, nothing has been stated in the reply about the action taken by Government in this regard. Apparently, the matter has not been given the attention it deserves. The Committee reiterate that a clear enunciation of National Youth Policy and its implmentation are essential to channelise the potentialities of youth for national development and social change.

ORGANISATIONAL SET UP—NATIONAL YOUTH BOARD

Recommendations Sl. Nos. 6, 7, 9 & 10 (Paragraphs 1.40 to 1.42, 1.44 & 1.49)

1.8. The Government constituted a National Youth Board in July, 1970 with the aim of providing necessary coordination between various agencies in promoting a national youth programme geared to the needs of economic growth and social development. The Board was to function through a standing Committee chosen from among the members of the National Youth Board and the Committee was to be assisted by panel of experts in the various fields.

1.9. The Committee noted with surprise that the National Youth Board had not met after its first meeting held in December, 1970 though according to its constitution the Board had to meet at least once a year. The Committee observed that they were un-

able to comprehend how the Board would be able to perform its functions effectively unless it met regularly as laid down in its constitution. The Committee recommended *inter-alia* that the meetings of the Board should be held as often as necessary but not less than once a year as provided in the notification constituting the Board so that it could keep a watch on the developments relating to the various youth welfare programmes in the country and provide the necessary advice and guidance.

1.10. The Committee were also concerned to note that Standing Committee of the Board and its sub-Committees had not been set up as required under the constitution of the Board. The Committee recommended that inasmuch as the Standing Committee was to discharge the responsibility of the Board which included the coordination and follow-up functions in respect of all Youth programme, the Standing Committees should be set up without further delay.

1.11. In their reply (February, 1976) the Ministry of Education and Social Welfare stated that "there has been substantial expansion in Youth Programmes since the meeting of the National Youth Board. The two main youth service programmes namely Nehru Yuvak Kendras and National Service Schemes had separate National Advisory Committees. It has now been decided to establish a Committee of the Central Advisory Board for education on Youth Programmes. That Committee would include some State Education Ministers, some educationists as well as a few young persons working in this field."

1.12. The Committee took evidence in November, 1977 of the representatives of the Ministry of Education and Social Welfare for seeking clarification of some points in regard to the action taken on their recommendations. The Secretary of the Ministry stated during evidence that "the National Youth Board is not abolished. It is defunct. It met only once in 1970 *i.e.* seven years ago. Membership of the non-officials is for a period of three years and there after there has been no examination as to what should be done to the Youth Board." He also agreed that "there is need for setting up or reviving the Youth Board and fulfil the functions as have been done by them earlier."

1.13. In a written reply furnished to the Committee in December, 1977, the Ministry stated that "it has been decided to revive the (National Youth) Board".—"It has also been decided to re-constitute the membership of the Board and while doing so the Commit-

tee's recommendation to reduce the membership of the Board and to include representatives of all important officials and non-official organisations connected with the Youth Programmes will be kept in view." The Ministry added that the Committee's recommendation that the Board should meet as often as necessary but not less than once a year "is also accepted in principle".

1.14. The Committee regret to note that inspite of their recommendation made in April, 1975 that the National Youth Board should function as an active body for planning and directing Youth Programme in the country, no steps were taken to activate the Board; in fact, it was allowed to become defunct. It is only after the Committee again took the evidence of the representatives of the Ministry of Education and Social Welfare in November, 1977 that a decision was taken for the revival of the Board. The Committee hope that the Government will learn a lesson from the past experience and take steps to ensure that the National Youth Board as reconstituted functions as an active and effective body to formulate, implement and monitor different Youth Programmes and that an effective machinery is set up to coordinate and take follow-up action in respect of all Youth Programmes initiated by the Board.

YOUTH WELFARE PROGRAMMES

Recommendation Sl. No. 13 (Para 2.10)

1.15. The Committee had stated that with a view to understanding the situation of young people and to identify their most urgent needs, the Committee would like Government to obtain reliable data regarding the number of youth, their education and training levels, needs, attitudes, habits, employment opportunities, opportunities for the constructive use of leisure time and the functioning of the various youth organisations. In obtaining such data and making studies on the conditions of young people of different categories namely, urban, rural, student, non-student; educated; semi-educated and un-educated, employed, semi-employed and unemployed youth, the practical expertise of youth workers and youth organisations along with research experience of social scientists should be utilised.

1.16. In their reply, in February, 1976 the Ministry of Education and Social Welfare stated: "Recommendation is accepted in principle. Youth coordinators have been advised to conduct surveys in different villages to obtain and study the problems of non-student youth." Asked about the details of the studies made regarding the conditions of the young people of different categories and the action

taken on such studies, Government stated that 'the Youth Coordinators have been advised to find out the number of non-student youth in a particular village, their needs and requirements and the local resources that can be mobilised for rural youth uplift. The youth coordinators undertake activities like adult education classes, vocational training classes, promotion of sport activities etc. on the basis of surveys conducted by them."

1.17. During evidence of the representatives of the Ministry of Education and Social Welfare in November, 1977 the Committee enquired about the progress made in making surveys. The Secretary of the Ministry stated that "the very first sentence of the Committee's recommendation would lead us to the view that this was a macro-level planning of the strategy that should be employed for this purpose of meeting the needs of the youth. While the Government have said earlier 'it is accepted in principle' to say that youth coordinators can fulfil that function, I think, was not a correct thing.*** The sort of surveys which the Youth Coordinators are doing—it was only in a limited sphere and their progammes are vocational training, adult education sports and games and cultural programmes. This is what is provided by him for that small area.** ** What the Committee had in mind, I think, was to evolve a strategy for the whole country to identify region-wise or state-wise as to what are the needs of the people, what are the backgrounds and what resources we have, etc. and then draw up a strategy: Certainly this sort of survey by Youth Coordinators would never give us any basis for planning. Therefore the Youth Board has got to be revived. It is their function."

1.18. Subsequently in a written reply (December, 1977), the Ministry informed that "the Committee's recommendation is accepted in principle. The manner in which this task should be undertaken would be decided by the Government after taking into consideration the recommendations in this behalf by the National Youth Board, regarding the revival of which the Government have taken a decision."

1.19. The Committee regret to note that suitable action has not been taken by Government in pursuance of their recommendation made as far back as April, 1975 to undertake the studies regarding the conditions of the Youth of different categories and their urgent needs and to collect reliable data on the basis of such studies. The Committee were earlier informed (February 1976) that Youth Co-ordinators had been advised to conduct surveys in different

villages to study the problems of non-student youth but later during evidence (November 1977) they were told by the Secretary of the Ministry that "to say that youth coordinators can fulfil that function, I think, was not a correct thing". Now that the recommendation has been accepted, the Committee would like the Ministry not to lose any further time and act with a sense of urgency in undertaking in depth and comprehensive study of the conditions and the needs of the youth of different categories and the role and functioning of youth organisations and utilise the data obtained from the study in planning and formulation of long term programmes for the welfare of the youth on a realistic basis.

NATIONAL POLICY ON EDUCATION

Recommendation Sl. Nos. 21 & 22 (Paragraphs 3.0-3.11)

1.20. The Committee had observed that Government should have brought out a comprehensive review indicating the progress made in implementation of the National Policy on Education in 1973, that is, after five years of the adoption of the policy resolution, so that Parliament and the Public were made aware of the concrete progress that had been made in pursuance of this policy. Government should have also brought up a motion in Parliament to give an opportunity to the members to have a discussion on this.

1.21. The Committee had recommended that Government should give a detailed progress report either separately or in the annual administration report of the Ministry spelling out in detail the progress made in pursuance of the Education policy Resolution and the provision made therefor in the Fifth Five Year Plan so that Members of Parliament and the public have an opportunity to know the precise progress made and express their views.

1.22. In their reply (in November, 1975) the Ministry of Education and Social Welfare *inter-alia* stated that the Indian Council of Social Science Research had been entrusted with the task of a comprehensive review of the implementation of the National Policy Resolution by the different educational agencies both at the Centre and the States and that the review report when received would be considered by Government in consultation with the Central Advisory Board of Education, University Grants Commission, etc.

The Government further stated that:

> "The question of implementation of the National Policy Resolution is debated in the Parliament during the budget discussions of the Ministry, discussions on Calling Attention

notice, Short Notice Questions, Parliament Questions, etc. It will thus be seen that the question of implementation of the Resolution is being reviewed by the Parliament from time to time. As regards the Five Year Plans, they are adopted only after the Parliament has approved them. The public is also kept in touch with the various stages of implementation of the Resolution through meetings of the Central Advisory Board of Education, etc., as its proceedings are open to the press and are widely debated in the press.

From the foregoing it will be observed that the Parliament, press and the public are being kept informed of the various stages of the implementation of the National Policy Resolution on Education and there is hardly anything that the Government can do to accelerate the pace of implementation of the recommendations contained in the National Policy Resolution so long as Education receives not as high a priority as it should receive in the Five Year Plans."

1.23. The Committee were also informed by the representative of the Ministry of Education and Social Welfare during evidence in November, 1977 that the task of the review of the implementation of the National Policy on Education was entrusted to Indian Council of Social Science Research in February, 1975, which indicated in March that year that it would be completed in about two years. But subsequently the Council informed that the review would be over by March, 1978. The Secretary of the Council had been requested informally that the report should be made available to Government by the end of the year 1977 or in January, 1978.

1.24. The Committee are not satisfied with the reply furnished by the Ministry. What the Committee had desired was that the Ministry should themselves take the initiative and give a detailed report to Parliament regarding progress made in pursuance of the Resolution on National Education Policy. Piecemeal information given to Members through Questions, Calling Attention Notices, etc. is no substitute for a comprehensive report desired by the Committee. Even after the lapse of more than two years since the recommendation of the Committee in this regard, the Indian Council of Social Science Research who is stated to have been entrusted with the task of a comprehensive review of the implementation of the Resolution had not been able to provide the Review Report. The Committee trust that the review report which was now expected to be submitted latest by March, 1978 will not be delayed further. The Committee

desire that a copy of the review report should be laid before Parliament at the earliest opportunity so that Members of Parliament and public have an opportunity to know the precise progress made in the matter. The Committee reiterate that Government should bring up a motion in Parliament to give an opportunity to the members to have a discussion on this. . .

PLAN OUTLAY ON EDUCATION

Recommendations Sl. Nos. 17 & 25 (Paragraphs 2.25, 2.26, 3.25 & 3.26)

1.25. The Committee had noted that the percentage of allocation on education to total plan outlay had decreased from 7 in the First Five Year Plan to 5.2 in the Fourth Plan. The draft Fifth Plan showed that the percentage would be at a level of 4.6% which might further be reduced as the trend indicated. The Committee had observed that for meaningful accomplishments in the field of youth welfare and national development, education should be given a higher priority as the very structure of welfare State rested on the education provided to the youth and education by itself was a form of economic development i.e., an investment in human resources. The Committee had pointed out that in many countries particularly Japan, there had been a parallel growth of educational expenditure and national income and Government's own analysis showed that there was a high correlation between the growth of expenditure on education and the increase of income. The Committee had urged that it was high time that the magnitude and importance of the problem of youth welfare and the educational problem in the country were realised in their correct perspective and more funds allotted for the youth welfare programme and education.

1.26. In their reply, the Ministry stated that the Planning Commission had been urged to increase the allocations for education and youth welfare programmes.

1.27. The Committee find from the Fifth Five Year Plan that out of a total plan outlay of Rs. 39287.49 crores, the amount provided for education was Rs. 1284.29 crores only. The percentage allocation on education has thus come down from 6.9% in the Third Five Year Plan to 3.3% in the Fifth Five Year Plan. Even out of this meagre outlay of Rs. 1284.29 crores, the outlay during the first three years (1974—77) has been only 5587.77 crores i.e. even less than 50% of the total outlay. The Committee are concerned to note that

there has been continuous fall in the percentage of plan outlay on education since the Third Five Year Plan and that education has been given a low priority in the Fifth Five Year Plan. The Committee reiterate that the country faces gigantic education and youth problems which will become more and more complex and acute with the passage of time. The very structure of a welfare State rests on the education provided to the youth. According to Government's own analysis, there is a high correlation between the growth of expenditure on education and the increase of income. The Committee feel that the cuts imposed on education may ultimately harm the long term interest of the nation. The Committee, therefore, stress that the importance and magnitude of the problem in the country be realised in their correct perspective and adequate funds made available for youth welfare and youth education. The Committee would also like the Government to formulate well thoughtout schemes so as to ensure that optimum benefit accrues from the limited resources available for education and youth welfare.

VOCATIONAL EDUCATION AT SCHOOL STAGE

Recommendation Sl. Nos. 76, 92 and 93
(Paras. 5.19, 5.71, 5.78, 5.79)

1.28. Commenting upon the scheme for providing vocational courses at school stage, the Committee had pointed out that the most important factor for the schools for vocational training would be the selection of suitable courses which would improve employment opportunities for the successful students. The Committee noted that Government were proposing to introduce the courses in three selected schools in each district with the help of a survey to be conducted by a separate District Vocational Education Officer in the States to be appointed in this behalf. However, the scheme for affording financial assistance to the State authorities for appointment of these officers was yet to be cleared by the Ministry of Finance. The Committee desired that the matter be expedited.

1.29. The Committee also noted that a survey was proposed to be carried out regarding the job opportunities for particular vocations in districts through these officers.

1.30. The Committee considered that there was a vast scope for identifying large number of small jobs and for preparing the youth at local level, through the vocational courses of education that have been programmed. But that would depend on the pace at which the new strategy of education was implemented.

1.31. In their reply (September, 1976) the Ministry of Education and Social Welfare stated that the Ministry had proposed a scheme for assistance to State Governments for the vocationalisation of higher secondary education in Draft Fifth Five Year Plan. The main objective of the scheme is to encourage the State Governments to initiate the scheme of vocationalisation of higher secondary classes in selected districts during the Fifth Plan period and adopt it on a wider and regular basis as a State scheme in the Sixth Plan. The Centre's role in the scheme is mainly to ensure country-wide acceptance of this new concept and assist the State Governments to demonstrate to students, guardians and public the uselfulness and the importance of the scheme of vocationalisation.

1.32. The representative of the Ministry of Education and Social Welfare informed the Committee during evidence in November, 1977 that "a Centrally sponsored scheme of assistance for vocationalisation was sanctioned by Government on 16th February, 1977 and Rs. 2 crores was provided by the Planning Commission for the balance period of the Fifth Five-Year Plan. The main objectives of the Scheme were to encourage the State Governments to initiate vocationalisation of education at the plus two stage. Under this Scheme there were two main components—district vocational surveys to be conducted in 150 districts and introduction of vocational courses in 40 selected districts. The Central Government financial assistance was made available to the States for four items, conduct of district vocational surveys, appointment of district vocational educational officers, purchase of equipment for vocational courses and salary of teachers for vocational courses. Inspite of our repeated correspondence with the State Governments, the response has unfortunately not been quite adequate. The assistance lifted so far is only about Rs. 5.20 lakhs todate (end of November, 1977) though Rs. 2 crores is the total assistance to be lifted in 2½ years."

1.33. The Committee were also informed that the assistance under the scheme had been lifted by the State Governments of Assam, Madhya Pradesh, Orissa, Rajasthan, Tripura, Jammu and Kashmir, Karnataka and Sikkim. Some of the other States had also switched over to vocationalisation. The assistance under the scheme had however not been lifted by them.

1.34. The Committee also enquired whether the major States had conducted the surveys as suggested by the Committee. The representative of the Ministry stated during evidence, " They say they have conducted. But apparently the guide-lines are little too strict for them. We do not know on what basis they have done. But they say that they have surveyed. They have not given us the details."

1.35. The Committee were also informed during evidence that "recently a Committee had been appointed under the Chairmanship of Dr. Malcom P. S. Adiseshiah, Vice-Chancellor, Madras University, to review Higher Secondary Education and its Vocationalisation, to study Vocational Courses prescribed by the various Boards of Secondary Education and to advise the Government for planning and implementing Vocational Education for the next Plan. We expect their Report by the end of February (1978)."

1.36. The Committee find that although an amount of Rs. 2 crores was provided by the Planning Commission in February, 1977 for the period upto 1978-79 under the Central scheme of assistance to State Governments for vocationalisation of education at the +2 stage of school education, the amount actually lifted by eight State Governments till November, 1977 was only Rs. 5.20 lakhs. The Committee feel concerned over the poor response of the State Governments to utilise the Central grant for conducting vocational surveys and introduction of vocational courses. The Committee desire that the implementation of the schemes by the various State Governments should be vigorously pursued.

1.37. The Committee need hardly stress that the success of the scheme of vocationalisation of education would largely depend on making proper surveys of the job opportunities for various vocations in each district by identifying occupations in demand and estimating quantitatively the number of persons required taking into account the short-term and long-term needs. It was also essential to design suitable courses which would improve employment opportunities for the successful students.

1.38. The Committee would also stress that if the scheme for vocationalisation of the +2 stage of school education is to succeed, it must be ensured that District Vocational Educational Officers and teachers appointed for vocational courses have practical vocational experience.

1.39. The Committee hope that the Ministry would lose no time after the receipt of the Report of Adiseshiah Committee to review the whole system of Vocational education at +2 stage and take necessary measures for the success of the new educational system.

1.40. The Committee are anxious that in the formative period the scheme should be monitored by the authorities both at the Centre and at the State level so as to ensure that it is implemented on right lines and it achieves the objective of imparting vocational skills to students to improve their employment potential. . .

Work experience in higher education

Recommendation S. No. 80 to 84, 88 (Paras 5.34—5.38, 5.51, 5.52)

1.41. The Committee had noted that it had been considered worthwhile to introduce work experience specially for the science students in the context of the present day needs and the education structure in the Colleges. The University Grants Commission had constituted an Expert Committee to examine the question of linking education with work experience and the Report was expected to be available within 6 months time. The Committee desired early finalisation of the Report so that the programmes of work experience could be introduced as early as possible in the colleges throughout the country in order that the students might develop valuable insights into the productive process and the use of science therein and cultivate the habits of hard and responsible work and gain self confidence.

1.42. In their reply the Ministry of Education and Social Welfare stated that the Report of the Committee appointed by the University Grants Commission to examine the question of linking education with work experience and productivity had been received and was considered by the Commission at its meeting held on June 3-4, 1976. The Commission agreed that the report of the Committee might be circulated to the universities and any proposal received might be considered under the scheme for restructuring of courses at undergraduate level. It had also been stated that the proposals received from the Universities and colleges were being processed in the Commission.

1.43. The Committee find that it was in June 1976 that the University Grants Commission considered the Report of its Committee appointed to consider the question of linking education with work experience and productivity. The Committee regret to note that although it is more than a year since then the final decision on the subject has not been taken so far. They reiterate that the scheme of linking education with work experience and productivity be finalised soon and introduced in colleges throughout the country according to a time schedule to be drawn up in this behalf in order that the students may develop valuable insights into the productive process acquire work experience and cultivate the habits of hard and responsible work and gain self-confidence.

JOB-ORIENTED COURSES

Recommendations Sl. No. 86 and 87 (Paras 5.49 & 5.50) ..

1.44. Commenting upon the need to introduce job-oriented courses in colleges, the Committee had observed that an important need of the country was to enable the students to equip themselves with technical skills in addition to acquiring a sound general education. This would provide them a better chance for gainful employment or self employment than what purely general education could do. The Committee felt that job-oriented education on the pattern of the optional courses provided by the Delhi University and Madras University were worthy of adoption by other Universities so that a considerable number of youth would acquire the necessary skills and get employed in productive occupations instead of chasing white-collared jobs which were not many.

1.45. The Committee also suggested in this connection that the Government might examine the feasibility of introducing short term courses in hoteliering, automobile engineering, radio-engineering, architecture, computer programming, secretarial practice, library science, management sciences, repairs of agricultural implements, etc. as part of the degree courses to enable the youth to find gainful employment after completing the courses.

1.46. In their reply, the Ministry stated as follows:—

> "The Central Advisory Board of Education in its meeting held in November, 1974, resolved that 10+2+3 pattern should be adopted by all States and that vocational courses should be directly related to employment/self-employment opportunities. University level education, particularly technical higher education, can be directly linked to productivity and the University Grants Commission has constituted an Expert Committee to examine the question of such linkage. However, job-oriented vocational courses can hardly form part of general higher education and, although it might be advisable for different agencies including universities and colleges to offer specific job-oriented training alongside university courses, the primary objective of university education is widening of intellectual horizon and development of critical faculty to analyse and understand different situations and issues."

1.47. The Committee are unable to agree with the views of the Ministry. Undoubtedly, one of the objective of University education is widening of intellectual horizon and development of critical faculty to analyse and understand different situations and issues. But, as pointed out by the Committee in their report, the important need of the country at present is to enable the students to equip themselves with technical skills in addition to acquiring a sound general education so that they get employed in productive occupations instead of chasing white collar jobs. The Committee had, therefore, suggested that job-oriented education on the pattern of optional courses provided by the Delhi University and Madras University were worthy of adoption by other universities. The Committee had also pointed out various vocational courses which could be introduced as part of the degree courses to enable youths to find gainful employment after completing the courses. The Committee reiterate that, job-oriented degree courses may be introduced by other universities keeping in view the job opportunities and existing training facilities available for different kinds of vocations and the scope of job-oriented courses be widened to meet the changing socio-economic needs of the society. .. ..

EMPLOYMENT OPPORTUNITIES

Recommendation Sl. Nos. 95-96, (Para 5.81—5.89)

1.48. The Committee desired the Government to spell out a concrete programme of action for involving the youth in gainful self-employment by providing them the necessary facilities like financial and technical assistance. The Committee also desired the Government to carry out evaluation of "Half-a-million jobs programme" carried out during the Fourth Five Year Plan so that the lessons thrown up as a result of such evaluation might be used for devising suitable schemes which could make a real impact on generating self-employment opportunities.

1.49. In their reply, the Ministry of Education and Social Welfare stated that the following centrally sponsored schemes intended mainly to accelerate creation of employment opportunities had been taken up in the last few years:

(i) Programme for Educated Unemployed—1971-72 to 1973 74.

(ii) Special Employment Programme—1972-73 to 1973-74.

(iii) Crash Scheme for Rural Employment—1971-72 to 1973-74.

(iv) Half-a-million Jobs Programme—1973-74.

(v) Employment Promotion Programme—1974-75.

1.50. These special employment programmes had been undertaken to create an impact on rural employment situation as also on the urban employment situation especially for the educated unemployed. Some of these schemes had resulted in creation of jobs in Government and some others had intended to remove bottlenecks in absorption of trained manpower in jobs outside Government *i.e.*, in cooperative or individual enterprises or in self-employment. An evaluation of the various special employment programmes including Half-a-million jobs programme had been taken up by the Programme Evaluation Organisation of the Planning Commission. The data collected in the course of the evaluation of the various employment programme was being examined.

1.51. The Committee desire that the evaluation of various employment programmes should be expedited and the lessons thrown up as a result of this evaluation should be used for devising suitable schemes to accelerate creation of more employment opportunities and to make a real impact on employment situation. The Committee would like the evaluation report to be furnished to them as soon as it is ready.

Implementation of recommendations

1.52. The Committee would like to emphasise that they attach the greatest importance to the implementation of the recommendations accepted by Government. They would, therefore, urge that Government should keep a close watch so as to ensure expeditious implementation of the recommendations accepted by them. In cases where it is not possible to implement the recommendations in letter and spirit for any reason, the matter should be reported to the Committee in time with reasons for non-implementation.

CHAPTER II

Recommendations which have been accepted by Government.

Recommendation (S. No. 1, Para No. 1.23)

It is well known that the youth of a country have a significant role to play in imparting vitality and momentum to the life of the community. The future of the country depends on the quality and versatility of its youth in building a new society. Their idealism, energy, knowledge and willingness to make personal sacrifices are all essential ingredients for a better world. Youth form a significant proportion of the country's population. The Committee consider that this immense human resources, which the youths represent, should be harnessed to the utmost in the developmental efforts of the country.

Reply of the Government

The recommendation is noted. The programmes under the schemes like National Service Scheme and Planning Forums have been developed with a view to harnessing the potential of youth in the development of the country. The coverage of students under these schemes is being stepped up gradually.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dt. 27-12-75].

Recommendation (S. No. 2, Paras No. 1.24—1.26

The Committee note that eduaction has so far been the main instrument for development of youth in the country. It is, however, a matter of concern that whereas the Directive Principles of State Policy embodied in the Constitution aim, at securing to the people of India, the right to education and the right to an adequate means of livelihood, the benefits of education are yet to reach a large number of youths. Moreover, there is the problem of unemployment and under-employment of a large number of youths, both educated and uneducated. Further, there is a lively discussion throughout the world regarding the relevance of the existing learning processes to the needs of a rapidly changing society. The Committee have, in a subsequent Chapter, dealt with the new educational strategy evolved by the Government in this regard.

66 per cent of the population of the country is below the age of 30 and 59 per cent below the age of 25 years. Thus, youths constitute a significant proportion of the population of the country.

The Committee would however, like to draw attention to the apparent lack of rapport between the society and the youth of the country and to the problem of increasing unrest among a large number of youths, particularly, the educated youth due to frustration etc., resulting sometime in violent eruptions. It is to be recognised that the present unrest among the youth is inherent in the fast growth of industrial economy, the drift of young people from rural areas to the towns in search of jobs and the consequent congestion in the cities, leading to slums, insanitary conditions, social tensions, decline in moral and social values and generation gap etc. Moreover, when the youth who is generally fired with idealism and sense of purpose, sees social evils like black-marketing, adulteration, corruption, etc., flourishing around him he feels frustrated, losing faith in the sense of values of the older generation. A dichotomy has developed between the youth and the society.

The Committee consider that the activities of the youth of today which represent a ferment, are nothing new. These are in fact the manifestation of the same youthful idealism and protest which has been present in every generation. These protests are however much deeper and widespread due to spread of education, rapid technological advances in the industrial, commercial, social, economic and political field, the influence of mass media like radio and newspapers etc., as well as the great expectations aroused in the youth of the country after Independence. The Committee consider that there is an urgent need to win over the youth and harness their tremendous vitality and great potential for social good and espousing the basic human values, by proper understanding and positive response to their urges and beliefs. The nature of response to the social protests and grievances of the youth is of vital importance if they are to be dissuaded from unruly demonstrations and violent acts and if their energies are to be channelised for constructive work. For this purpose, it is very necessary to open channels of communications with them. Ways and means should be found to trust the youth, to listen to them, to understand them and to make it known to them that we care deeply for them. Effective measures should be taken to resolve the problems and grievances which are agitating the youth of the country like unemployment, corruption, wide economic disparties, education reforms etc.

Reply of the Government

The recommendations are noted. The programmes under the National Service Scheme are intended to enthuse the students in taking a pride in participation in nation building activities and to fight social evils. The effective participation in the National Service Scheme programmes develops to a great extent qualities of self-reliance among the students. By participation in camps orga-

nised under National Service Scheme during vacations and in the inter-university camps, a sense of national integration develops in the youth in particular and they do not feel ignored. Students then try to devote their leisure or vacation time in constructive actvities.

2. Nerhu Yuvak Kendras are designed to open channels of communications with the non-student youth and to provide opportunities to them for self-expression and advancement, as also to generate a broad-based youth movement.

3. In the last few months the incidence of disturbance in educational institutions has come down and student as well as non-student youth are attending to constructive activities.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dt. 1-4-76]

Recommendation (S. No. 3, para Nos. 1.27 and 2.28)

The Committee consider that after Independence, the emphasis has been mostly on the economic development of the country and that no specific attention was paid to organise the youth and formulate programmes for their development and involvement in the nation building activities. The immense potential of the youth, which has idealism, creativity and energy could not be channelised into constructive activities for lack of resources for which the help of Government and society was needed but was unfortunately not forthcoming.

The Committee stress that well directed and meaningful programmes should be initiated to tap this vital human resources by giving opportunities to youth for self-expression and advancement. The youth should be encouraged to involve themselves in constructive and nation building activities so that they are drawn into the main stream of national life. The importance of national heritage and value of national property should be inculcated in them. The Committee have no doubt that if the youth are properly motivated and approached, they can be usefully involved in the eradication of special evils like dowry, casteism, communalism, regionalism, etc.

Reply of the Government

The recommendations are noted. The Government have already initiated programmes on these lines. For instance, Special Camping Programme under NSS, as well as NSS, National Integration Samities and Nehru Yuvak Kendras are steps in this direction. Giving encouragement to the youth in involving themselves in constructive and nation building activities, bringing about in them a sense of one-ness, making them understand the importance of national integration and to enthuse them to fight against the social evils

like dowry, communalism and regionalism etc., these are the main basis on which these programmes are being organised.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 30-4-77]

Recommendation (S. No 23, Paras 3.15 and 3.16)

The Committee understand that youth organisations|clubs in many countries have become a growing force for the achievement of social, cultural and economic adjustments, required by a rapidly changing society, and that their functioning has proved dynamic and constructive. Such organisations provide creative educational experience by helping the youth to be responsible, self reliant members of society. They encourage and provide opportunity for young people to take responsibility for their own organisation's affairs, and awaken in younger people a sense of their own potentialities and give them a sense of solidarity with the whole community, both local and national. Such organisations are built around the 'grass root' needs of the community and members are encouraged to concentrate on particular subjects such as improvement of agricultural production methods, improvement of sanitation, building of roads, removal of illiteracy, fighting of social evils, dissemination of information regarding health and hygiene etc. They also help to provide a forum for motivating youth to acquire learning and skills, recreation programmes, leadership, the art of inculcating self-respect and mutual respect etc. The Committee consider that there is a great scope for promoting a powerful youth movement in India also, which would help the youth to enter into a socially more useful adult life and be integrated with society without any sense of alienation. The Committee have discussed this aspect in detail in the Chapter on Non-Student Youth.

Reply of the Government

The Government agree with the observations of the Committee. The main schemes for student youth, for example, NSS, National Integration Samities, Planning Forum etc. are aimed at involving the young people in socially useful activities. This, while rendering a valuable service to the community, also prepares them for a more useful adult life and diminishes the alienation of the young people from the community.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dt. 1-4-76]

Recommendation (S. No. 8, Para No. 1.43)

The Committee would also like Government to convene seminars to which youth leaders and academicians may be invited in order to

have meaningful discussion on problems of student and non-student youth on the basis of which the schemes for youth welfare and development may be reviewed and new lines of approach initiated for effective implementation from time to time.

Reply of the Government

The recommendation is accepted in principle. Various steps have already been initiated to ascertain the views of youth leaders and academicians.

[Ministry of Education & Social Welfare (Department of Education) O. M. No. G. 25013/1/75-I.F. 4 dated 26-2-76]

Further information sought

The steps taken in pursuance of the recommendation of the Committee and the final results thereof. [L.S.S. O.M. No. 5|6|EC|75 dated 19-2-77]

Reply of the Government

The youth programmes and their implementation have been reviewed from time to time through various committees, conferences and meetings wherein youth leaders and academicians are also represented. For example, the National Service Scheme's special camping programme was discussed by the Central Advisory Committee for the Programme with representatives of All-India Student Organisations in May, 1975. The youth programmes were discussed at the Conference of Vice-Chancellors held on September 30th—October, 1975, and again at the Annual Conference of Association of Indian Universities held at Coimbatore in January, 1977. The Committee on Youth of the Central Advisory Board of Education also reviewed the youth programmes in July, 1976. A National Conference on Planning Forums was organised in December, 1976 to review the Planning Forums Scheme and its implementation. For preparation of details of National Service Volunteer Scheme, a workshop was organised in January, 1977 which was attended *inter-alia* by academicians and a youth worker.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 30-4-77]

.. **Recommendation (S. No. 11, Para No. 1.53)**

The Committee are constrained to note that the "official committee" for scrutinising the applications for accreditation from voluntary organisations has not yet been set up by Government and

as a result the Accreditation Committee of the National Youth Board which was set up in 1971 to determine the accreditation of the voluntary organisations could not function because it was to come in the picture only after the assessment of the "Official Committee" was placed before it. The Committee are not convinced by the argument that after the formulation of the comprehensive programme for non-student youth, the constitution of such committee was no longer necessary as the Committee have not been informed what alternative procedure or criterion has been laid down by Government for determining the accreditation of voluntary organisations. The Committee are unable to comprehend how the services of the voluntary organisations which have a vital role to play in planning and propagation of meaningful youth programmes can be utilised without any provision for their accreditation.

The Committee would, therefore, recommend that the Government should set up the "Official Committee" without further delay so that the work relating to the accreditation of voluntary youth welfare organisations does not suffer.

Reply of the Government

The Government agree that voluntary youth organisations have a vital role to play in youth programmes. The programmes for student youth are being organised through the Universities/Colleges and through national level voluntary organisations of scouts & guides, sports etc. Voluntary organisations at the local level are also being utilised for execution of non-student youth programmes. A Committee of officials is being constituted in the Ministry to examine the proposals of voluntary organisation for grant-in-aid under the different youth development schemes of the Ministry.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 26-2-76]

Additional information sought

Please intimate the composition and functions of the Committee of officials constituted to examine the proposals of the voluntary organisations for grants-in-aid under the different Youth Development Schemes of the Ministry.

[L.S.S. O.M. No. 5|6|EC|75 dated 30-4-76].

Reply of the Government

The Committee of officials under Programme Adviser has been constituted in the Ministry to examine the proposals of voluntary

organisations for grants-in-aid for youth programmes. Other members of the Committee are, a representative of the specialist organisation relating to the proposal under consideration, Deputy Secretary Youth Services, Deputy Secretary (Finance) and an Under Secretary as member-Secretary of the Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-7-76]

Recommendation (S. No. 12, Para No. 2.9)

The Committee note that one of the outstanding needs felt by youth is its participation in the life of society and to contribute to its growth and development. They feel that the immense potentialities of youth for national development have neither been fully recognised nor tapped meaningfully so far. They consider that policies and programmes on Youth should be conceived and carried out for youth and with youth. Such policies and programmes would not be meaningful unless the youth are given the right to express their opinion on them as well as on the methods to be used for their implementation. The Committee, therefore, urge that the Government should recognise young people as partners in nation-building activities by involving them in planning, decision making and programme implementation and by enabling and encouraging them to participate in advisory bodies concerning them.

Reply of the Government

The Government agree with the observation of the Committee regarding the need for participation of youths in the life of society and in its growth and development. The immense potentiality of youth for national development are recognised and programmes have been formulated accordingly. Representation has been given to the youth on the District, State and National level Committees concerned with non-student youth.

In the National Integration Samiti also a member of the University faculty is designated as the Coordinator but the student members are fully involved in the formulation and implementation of programmes.

In respect of the student youth programmes also the universities and colleges are expected to involve the students in formulation and implementation of NSS, including special camping programmes, activities.

Although the President of the Planning Forum is generally a teacher of the university or college concerned the students are involved in organising and managing the programmes of these Forums.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Recommendation (S. No. 15, Paragraph No. 2.23)

The Committee are constrained to note that no separate allocations of funds were made for the development of youth services and youth welfare during the first two Five Year Plan period and that no special programmes were formulated therefor. It was only from the Third Plan onwards that the allocations of funds for youth services and welfare have been made. During the Fourth Plan, an outlay of Rs. 24 crores was envisaged for youth services in the Central and State sectors which included Rs. 5 crores for non-student youth. The actual expenditure was, however, Rs. 8.8 crores, including Rs. 1.2 crores for non-student youth. It is regrettable that even the meagre outlay provided in the Fourth Plan for youth services which constituted about* 2 per cent of the total outlay of Education, was not utilised in full.

Reply of the Government

Out of the total Plan outlay of Rs. 24 crores envisaged for youth services for the Fourth Plan in the Central and State sectors, the outlay envisaged in the Central Sector was about Rs. 16 crores. Against this plan outlay, the budget allocation actually made available was only Rs. 9.18 crores. Against the allocation of Rs. 9.18 crores the actual expenditure was Rs. 8.8 crores.

2. The observations have, however, been noted and efforts are being made to utilise the provisions made for each scheme.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Recommendation (S. No. 16, Para No. 2.24)

The Committee further regret to observe that even among the youth, the non-student youth have remained the most neglected

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*At the time of verification of the Report the Ministry of Education & Social Welfare suggested the following corrections:—

"For 2 per cent read 5.6 per cent. For 6.1 per cent read 3.6 per cent and add words 'or education' after 'plan outlay"

group. No regular programme for the development of non-student youth was formulated till 1970. It is very disconcerting to observe that out of the budget estimates of Rs. 101 lakhs, only Rs. 15 lakhs were spent on the development programmes for non-student youth during the first four years of the Fourth Plan. It is thus evident that the programmes and plans for the development of this group of youth were not formulated in advance and were not given the importance that they deserved.

Reply of the Government

Noted. This imbalance has already been substantially corrected and every effort is being made to place increasing emphasis on programmes for non-student youth.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (S. No. 18, Para No. 2.27)

The Committee cannot over emphasise the imperative need for preparation of meaningful programmes for the development of youth in the country, particularly the non-student youth. They would, therefore, like Government to formulate such programmes in advance in consultation and coordination with the State Governments, Education authorities, representatives of youth organisations etc. It is also necessary that the procedure for implementation of these programmes is streamlined to facilitate their timely execution.

Reply of the Government

The Government agree about the imperative need for preparation of meaningful programmes for the development of youth. These programmes are being discussed in the meeting of Central Advisory Board of Education on which all State Governments are represented by their Ministers. In view of the importance to streamline the procedure for implementation of these programmes the Government periodically reviews the working of different youth programmes and introduce necessary improvement.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Additional information sought

Please intimate the details of various programmes prepared for the development of youth and steps taken for their implementation including the provision of adequate funds for this purpose.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

Note on the programmes for the non-student youth undertaken in the Fourth and Fifth Plan is attached (Appendix I).

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-7-76]

Recommendation (S. No. 19, Para No. 2.28)

The Committee stress that the programmes of Youth development are programmes for transformation for which the major input would be thought, human effort and leadership, in addition to finance. They have no doubt that all these inputs would be provided in ample measure to make these programmes successful during the Fifth Plan period so as to have a real impact on moulding the youth of the country.

Reply of the Government

Recommendation is noted. Efforts will continue to be made in this direction.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dt. 1-4-76]

Recommendation (S. No. 20, Para No. 2.29)

The Committee would further like Government to undertake an appraisal of the progress made by the schemes which have already been taken up as that would help to identify the administrative fiancial and other bottlenecks which had come in the way of their planning and implementation. The Committee hope that the youth programmes during the Fifth Five Year Plan would be coordinated and implemented according to a time-bound programme.

Reply of the Government ..

The Government are in agreement with the observations of the Committee that there is need for making an appraisal of progress of Youth Programmes and an Informal Group constituted by the Ministry under the Chairmanship of Lt. Gen. K. P. Candeth reviewed, *inter alia,* the working of the National Service Scheme and Nehru Yuvak Kendras. As is mentioned in reply to recommendation Nos. 169, 170, 171 & 172 National Integration Samiti Scheme is also being reviewed by a Committee under the Chairmanship of Shri T. K. Tope, Vice-Chancellor, Bombay University.

The Special Camping Programme, which is a prominent part of the N.S.S. has a built-in-arrangement for evaluation. The 1973 and 1974 Special Camping Programmes were evaluated by Delhi School of Social Work, Delhi and Madras School of Social Work, Madras respectively. The programme of 1975 is being evaluated by Tata Institute of Social Sciences, Bombay.

The Scheme for setting up Planning Forums in Universities and Colleges was reviewed by an inter-departmental Committee in 1975 and modifications are being made in the scheme on the basis of the recommendations of that Committee.

The recommendations contained in evaluation review are examined by the Government as soon as possible and necessary modifications are made in the scheme on the basis of those recommendations.

Efforts are being made to coordinate N.S.S. programmes with N.C.C.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-4-76]

Further information sought

The action taken on the observation/recommendations in the review/appraisal Reports of various Youth Programme.

[L.S.S.O.M. No. 5/6/FC|75 dated 19-2-77].

Reply of the Government

National Service Scheme

The recommendations contained in evaluation|review are examined by the Government as soon as possible and necessary modifications are made in the scheme on the basis of these recommendations

Planning Forums

In the light of the review by an Inter-Departmental Committee, the Planning Forums scheme has been revised. Instead of three categories, the Planning Forums are now divided into two categories. Provision has also been made for financial assistance to universities and other institutions for organizing regional seminars| meetings of Planning Forums. The provision for financial assistance to State Governments has also been liberalized.

National Integration Samitis

The Committee under the Chairmanship of Shri T. K. Tope has since submitted the review report on the functioning of National Integration Samitis. The report is under examination.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F. dated 30-4-77]

Recommendation (S. No. 23, Paras 3.15 and 3.16)

The Committee note that in the strategy for reconstruction of education to be followed during the Fifth Five Year Plan, the thrust is in four main directions (i) insuring equality of educational opportunities (ii) establishing closer lnks between the pattern of education and the needs of development and employment market (iii) improvement in the quality of education imparted and (iv) involvement of the academic community, including students, in the tasks of social and economic development. The important features are introduction of work experience at all stages of education, development of informal education at all stages, large scale development of programmes of youth welfare, physical education and games and sports, revision of curricula, adoption of new methods of teaching examination reform etc.

The Committee feel that where the subject concerns primarily the States like primary and high school education, there the Central Government may through its Research Institution and other organisation involve the State and the school authorities in evolving the approach, the scope of education, the coverage, the strategy for development of curricula, the content of work experience, etc. The Committee would in particular like to stress that in the case of specially backward States, the Central Government should take special interest to extend assistance so that the school education in such States goes up to the national level. As regards higher education where Central responsibility is involved, the Centre should take initiative and in addition to laying down guidelines, evolve proper machinery and earmark resources for implementation. The progress made in implementation should be concurrently monitored in order to identify areas of weaknesses for corrective action.

Reply of the Government

Noted and accepted.

The National Council for Educational Research and Training is working in close collaboration with the State Education Departments

for establishing closer link between education and the needs of the development and employment market. The Ministry of Education is concurrently monitoring the progress made in the various States and the needs of the backward States is given special attention. The special needs of the Youth of the rural areas are also given due consideration.

The responsibility of the Central Government in the field of higher education is with regard to co-ordination and determination of standards. Under the University Grants Commission Act, 1956, the Commission has been charged with this responsibility. The strategy adopted by the Commission in the Fifth Five Year Plan conforms to the strategy suggested by the Committee in relation to higher education. The Commission had laid down guidelines for preparing development proposals for the improvement of educational facilities at various levels of education other than engineering, agriculture and medical education as also for quality improvement. The proposals drawn up by the universities re examined by Expert Committees before financial sanctions are issued for their implementation. The Commission assesses the progress of implementation from time to time. Before releasing founds in instalments, the Commission obtains progress report indicating the actual progress achieved in respect of each scheme. The areas of weakness for corrective action are identified in terms of self-assessment reports prepared by individual universities and on the basis of assessment made by experts appointed by the Commission from time to time. The Commission is also prescribing rules and regulations under the UGC Act to ensure achievement of certain minimum standards at all levels of education and this would included steps for monitoring the progress of implementation of various schemes. The Commission is laying considerable stress on work-experience with a view to link theory with practice. Implementation Committees have been set up by the Commission to see that the examination reforms already initiated by it are implemented by the universities.

The National Council for Educational Research and Training is working in close collaboration with the State Education Departments for establishing closer link between education and the needs of the development and employment market, the Ministry of Education is concurrently monitoring the progress made in the various States and the needs of the Backward States is given special attention. The special needs of the Youth of rural areas are also given due consideration.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-4-76]

Recommendation (S. No. 24, Para No. 3.17)

"The Committee need hardly point out that responsibility lies also on the Central Government for making innovative approach in education so that the latest ideas which might have been generated and found practicable elsewhere in the world can also be drawn up to improve our educational institutions and the system to serve better the cause of development. The Central Government should also perform the role of coordination as between the Centre and the States and inter-State organisations so as to make for a similar development of adequate and acceptable standards all over the country. In particular the Central Government should take initiative in the matter of drawing up of meaningful curricula, drawing up of suitable textbooks and in the matter of research so as to provide leaderships in these important fields.

Reply of the Government

Noted.

The Government of India had already established the National Council of Educational Research and Training for the purposes envisaged by the Committee. The role of co-ordination is carried out largely through the Central Advisory Board of Education, Conference of State Ministers of Education etc.

As far as higher education is concerned, necessary action in this respect is already being taken by the University Grants Commission with the help of review committees, subject panels and specific programme for curriculum development and production of suitable text-books and other reading materials. The various programmes undertaken under the schemes of assistance of Centres of Advanced Study selected university departments for special assistance, University leadership projects, college science improvement programmes and college humanities improvement programme provide for modernisation of curricula and implementation of appropriate measures to improve the teaching and research in these subjects. The Commission's programme to improve instruction of humanities, social sciences and science subjects at the undergradute level helps in modernising and upgrading curricula. The University Leadership Projects help in the improvement of content syllabii, courses of study and teaching material. The Commission is laying great stress on the programmes relating to faculty improvement. A Scheme to award fellowships in this regard has been instituted. It is hoped that this scheme would help the raising of standards of the teachers, who would be expected to teach new syllabus. Seminars and workshops for college teachers

in relation to the revised syllabus are also being organised by the affiliating universities. A significant programme for support for research in universities, colleges and by individual teachers is also under implementation of the Commission. The subject panels set up by the Commission. have undertaken to prepare status reports regarding the existing provision of syylabii and research in the universities.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 26, Para No. 3.27)

The Committee would also like Government to ensure by taking well thought out schemes that optimum benefit accrues from the limited resources available.

Reply of the Government

The Government are conscious of the need to make optimum use of available resources.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 27, Para No. 3.28)

The Committee endorse the recommendations of the Central Advisory Board of Education for effecting economies in non-Plan expenditure and pooling non-Plan and Plan Funds, making a more effective use of teaching personnel, better use of available buildings, and equipment and mobilising community support to supplement Plan allocations. The Committee would also like government to adopt austere standards for construction of school and college buildings, arrange for shifts system in schools and to effect qualitative improvements at all stages of education. The Committee consider that there is immense scope for originality, creativity and fresh thinking in the matter of planning and implementation of new strategies which will enable securing of maximum educational development on right lines despite financial constraintes.

Reply of the Government

The Government have taken steps to implement the recommendations of the Central Advisory Board of Education from time to time. Under the programmes of the Fifth Five Year Plan steps have been taken for effecting economies in all items of expenditure. In the strategy for Fifth Plan there is less emphasis on buildings and more on quality impovement programmes. The new strategy for higher

education followed by the Government includes effectives steps for regulating the establishment of new universities and new colleges along with measures for increasing access of under-privileged groups to higher education. Facilities for part-time education or correspondence courses or self-study have also been extended with a view to compensating the restriction imposed on facilities for full time higher education. The regional imbalances are also sought to be removed as far as possible. It has been suggested to the Educational Institutions to make effective use of buildings, particularly for evening classes and contact classes for correspondence course students.

Guidelines have been communicated to Universities and colleges administrations of Union Territories and other autonomous bodies for maximum utilisation of available facilities.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 28, Para No. 3.41)

The Committee are concerned to note that out of 118 million children in the age group 6—14, the non-school going children numbered 36 millions *i.e.*, more than one-third of the total children in this age group at the end of the Fourth Plan period. The Committee note that the Minimum Needs Programme proposed for the Fifth Plan aims at 97 per cent coverage for the age group 6—11 and 47 per cent for the age group 11—14.

Reply of the Government

The Committee has not made any recommendation. It has noted the action proposed to be taken on the Minimum Needs Programme during the Fifth Plan period.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 28, Para 3.42)

The Committee also note from the percentage enrolments to total population in the age groups 6—11 and 11—14 that out of 30 States/Union Territories the percentages for the age group 6—11 are below the all-India percentage of 84 per cent in the case of 15 States/Union Territories. The percentage being even lower than 60 per cent in the case of six States/Union Territories. For the age group 11—14 the percentages in 10 States|Union Territories are below the all-India percentage of 36 per cent, the percentages being even lower than 30 per cent in the case of 5 States|Union Territories. While there can be no two opinions regarding universalisation of elementary education in all States|Union Territories, the Committee would like to lay

special emphasis on the magnitude of the problem in those States Union Territories where much headway is to be made and the necessity for taking concrete and special measures to bring up those States at least to the all-India level.

Reply of the Government

According to our information there is only one State (Arunachal Pradesh) where the percentage is lower than 60 per cent in the age group 6—11.

2. According to the Fifth Plan targets of enrolment of children in the age-group 6—11, this percentage in 1978-79 will belower than 84 only in States/Union Territories of Bihar, Haryana and Arunachal Pradesh. Similarly, for the age-group 11—14, this percentage in 1978-79 will be less than 36 in the States of Madhya Pradesh and Orissa. This position is based on the expansion of schooling facilities under the formal system only. However, during the 5th Five Year Plan a programme of non-formal education is also being developed. It is expected that with the educational enrolment brought about through both the Formal and Non-formal systems, the percentage of enrolment in the age group 6—11 and 11—14 would come to 84 and 36 respectively by 1978-79 in these States also.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 29, Paras 3.43 & 3.44)

The Committee are disturbed to note that even the first Year's results for the Minimum Needs Programme have been much below the original target and that the targets may not be reached as anticipated originally. The Committee have been informed that the establishment of a separate Bureau for Elementary Education has been proposed at the Central level for Central direction and supervision as per the National Programme of Minimum Needs but funds have not yet been allocated for the purpose. The proposed machinery will be set up when the position improves.

The Committee are concerned at the delay in allocation of funds even for the nationally accepted Minimum Needs Programme. The Committee need hardly emphasise the need for strengthening them machinery at the Centre for Central directions and supervision of the programme for universalisation of elementary education.

Recommendation (S. No. 30, Para No. 3.45)

The Committee attach the greatest importance to imparting of education to children, particularly in the age group of 6—14 for

they represent the future of the country. The Committee consider that after 25 years of the adoption of the Constitution, the minimum that can be done by way of achieving social objective is to see that no child in the age group of 6—14 is denied the facility of receiving basic education which would provide him with an intelligent basis for further development and contribution to the country. In this context, the Committee would like Government at all levels to pay special attention to the problem of 39 million children in the age-group of 6—14 who represent 1/3rd of the total children's population in this age group, who are not at present getting any education in schools.

Reply of the Government:

The Committee has only noted the position and no specific recommendation has been made. Due to economy drive no separate Bureau for Elementary Education has been established. The real necessity is to increase the allocation under Minimum Needs Programme for Elementary Education. This urged during Plan discussions for the year 1976-77.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Additional information Sought

Please intimate the allocations made for elementary education during 1976-77 and the action taken on the recommendations of the Committee for strengthening the machinery at the Centre for Central direction and supervision of the programme for universalisation of elementary education.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

The outlay approved by the Planning Commission for elementary education and Minimum Needs Programme for 1976-77 is Rs. 79,07.13 Lakhs. Its Statewise break-up is given in the statement at 'Appendix II.'

The present machinery/arrangements at the Centre, is detailed below:

(I) Bureau of School Education

In the Ministry of Education and Social welfare there is a separate bureau of School Education under the charge of Joint Secretary.

One of the sections in this Bureau deals with the implementation of Article 45 of the Constitution concerning the provision of universal, free and compulsory education to all children upto the age of 14 years. This Section, *inter alia,* collects information and reviews the position of free education, enactment of compulsory education laws, and progress of universalisation of elementary education in the different States. These reviews are placed before the Central Advisory Board of Education and the Committees of the Central Advisory Board for pursuing necessary action. The Standing Committee of the CABE which met on 17th July recommended, "Each States should be required to prepare a scheme for the development of elementary education within its area. This scheme should provide for such measures as opening of schools in school-less villages, appointment of additional teachers, provision of incentives like free distribution of textbooks, construction of school buildings, improvement of supervision and programmes of qualitative improvement Great emphasis should be laid on the provision of mid-day meals which will attract poor children to schools, hold them therein and assist in improving their health. Funds should be sanctioned to each State on a total review of its proposals. However, very high priority should be accorded to programmes of non-formal education (which reduce wastage) and the enrolment of girls and children for the weaker sections of the community in general and Scheduled Castes and Scheduled Tribes in particular. Funds sanctioned for elementary education should be earmarked and not diverted under any circumstances. Within the sector, adequate funds should be earmarked for Scheduled Tribes also.

In the programme of universalising Elementary Education for children in the age group 6—14, the highest emphasis has to be laid on the education of girls, children of the Scheduled Castes and Scheduled Tribes and other weaker sections like landless labourers or dwellers of urban slums. These children form more than three-fourths of the total non-attending children at present. The problem in relation to these groups is also most acute in some States. Even within these groups and areas, there is wide variation in terms of literacy, enrolment and educational instruction. Therefore, universalisation of elementary education should be addressed to these specific groups and selected areas.

For universalising Elementary Education among girls, emphasis should be laid on parental education to overcome traditional prejudices. The appointment of women teachers should be encouraged. As girls are more often required to take care of young children, it would be an advantage to organise creches or nursery classes as

adjuncts to schools. These may be conducted by the girls themselves to reduce costs. Free books, and even cloths, should be given to needy girls. Although there should be no hesitation to start separate elementary schools for girls, where necessary, the general policy should be in favour of co-education.

The problem of universalising elementary education among scheduled castes and scheduled tribes is more difficult. It must also be remembered that these social groups are not homogeneous. Among certain Scheduled Castes and some Scheduled Tribes, education has spread fairly widely, while there are some Scheduled Castes and several Scheduled Tribes where the rates of enrolment are low and the percentage of literacy is less than even five. It is, therefore, necessary to develop differentiated programmes, greater effort being made for the more under-privileged and less advanced Scheduled Castes an Scheduled Tribes.

In the case of tribal areas, educational infrastructure is non-existent in many cases. A net-work of educational institutions of single teacher schools, sub-schools, peripetatic schools and residential schools should be planned for each micro-unit. A supporting net-work of hostel facilities according to the sparseness of population and the density of the school net-work should be established. It is also necessary to evolve suitable curricula, adopt appropriate school timing in the context of the local economic cycle, prepare reading material in local dialects, recruit teachers from the local community even with lower qualifications (but greater training input), support non-formal education, provide scholarships and stipends and construct school buildings and quarters for teachers. All these programmes should be built into the tribal sub-plan for education in each State."

(ii) Planning and Statistics Division

This organisation keeps in touch with the States Plans and monitors their progress, etc. From 1974-75 *i.e.*, the beginning of the 5th Plan, it has, in consultation with the Planning Commission, introduced a separate enquiry concerning the education sector of the National Programme of Minimum Needs.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 13-9-76]

Recommendation (S. No. 31, Para No. 3.46)

The Committee note that Government have evolved a multi-faceted programme of non-formal education, through television and radio programmes, through part-time peripatetic teachers who would

specially look after education of nomadic children etc. The Committee would, in particular, like Government to pay special attention to villages which do not have a single school, so that these facilities can be established on priority basis.

Reply of the Government

The Ministry of Education and Social Welfare have already written to the State Governments to inform them about the villages which do not have schools. Efforts will to made to request the State Governments to establish schools in villages under the Minimum Needs Programme.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 33, Para No. 3.48)

The Committee feels that Government should face this challenge and convert it into an opportunity for bringing about radical improvement in the contents and scope of curricula of the new primary schools to be opened so that meaningful education is imparted to children, especially to those coming from the weaker sections of the society.

Reply of the Government

Education is a State subject and within this limitation the Central Government is doing whatever is possible.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F. 4 dated 22-11-75]

Additional Information sought

Please intimate the steps taken by the Central and the State Governments for improving the contents and scope of curricula of primary schools.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

The Ministry of Education set up an expert committee on School Curriculum to frame curriculum for the 10+2 pattern of schooling. A draft paper on ten year school curriculum was prepared by this Committee and has been widely circulated in the States. This has also been discussed in the various seminars organised by the National

Council of Educational Research and Training and discussed at State Level Conferences organised by the Field Adviser's Offices of the National Council of Educational Research and Training and Regional Colleges of Education. A National Conference of Educationists with representatives from all State Governments, Universities, Boards of Secondary Education and Professional Educational Institutions was held in August, 1975 and on the basis of the consensus developed in this Conference a curriculum frame work for 10 year school has been developed. This was also discussed and approved at the last meeting of the Central Advisory Board of Education. It has also been discussed in the States and necessary feed back obtained. On the basis of feed back a revised document giving the framework of the 10 year school curriculum was released. The curriculum envisages compulsory teaching of science and mathematics in all the classes. It also envisages upgrading of the teaching of science and mathematics and continuous renewal of the curriculum to give the children modern knowledge. The objective of science teaching will be to popularise scientific method of inquiry and prepare the children for competent participation in a changing society and for development of a rational outlook. The curriculum also envisages that work experience will become a central feature of school education. Work experience is expected to be oriented to application of science and technology and to productive processes in agriculture and industry.

Programmes of teaching of science at school level are being strengthened with the support given by the UNICEF. The scheme envisages development of new syllabi for classes I—X and instructional materials. The scheme also envisages training of science educators and teachers. The primary schools are equipped with science kits.

The National Council of Educational Research and Training is preparing new textbooks with the help of Subject Experts from all over the Country and the textbooks are being developed in such a way that the State Governments can easily adopt them or adapt them to suit to their local conditions. The new textbooks will be available by July, 1977 and will be introduced simultaneously in classes I, III, VI and IX and in subsequent classes progressively.

The Council has also constituted different Editorial Boards for the various subjects. These Boards will assist the Departments of Education of the National Council of Educational Research and Training in Social Sciences and Humanities and in Science and Mathematics in finalising curricula in different subjects. In preparation of textbooks and also supplementary readers wherever necessary. The

Council proposes to introduce this new curricula in schools in a phased manner in a period of three years as follows:

(i) In the first year, the Council would prepare and introduce the new textbooks in Classes I, III, VI, IX & XI.

(ii) In the second year, the Council proposes to introduce new curricula and textbooks in classes II, IV, VII, X and XII.

(iii) In the third year, it is proposed that the curricula and textbooks for classes V and VIII would be introduced.

For the primary stage, National Council of Educational Research and Training has a Curriculum Renewal Project with UNICEF assistance in which States are involved. National Council of Educational Research and Training set up a Committee also for Environmental Studies Curriculum at the primary stage. The draft syllabus for Environment—Studies in Science is available. The UNICEF project, training is being given to State personnel for curriculum implementation involving methods of teaching and evaluation. Some states had prepared their own syllabi and books earlier. They may revise the scope and content of the same after National Council of Educational Research and Training materials are released by the end of 1976.

Whereas the overall effort to improve primary education will continue in this way special efforts to meet the minimum educational needs of children from the weaker sections of the society will have to be made. The UNICEF Aided Project on Primary Education Curriculum Renewal is meant to meet this need.

The primary objective is to develop innovative curricula. The long term objective is to increase the meaningfulness of existing primary education through gradual infusion into the elementary school curriculum of innovative ideas tested in the experimental education programmes.

A primary curriculum development cell has been established at the National Council of Educational Research and Training to:

(a) work on the research and development needed for continuous curriculum renewal in primary education; and

(b) prepare general guidelines, instructional prototypes and new procedures for curriculum renewal and serve as a clearing house for collection and dissemination of relevant information.

At the State level primary curriculum development cells have also been established in almost all the participating States. Their major functions include:

(a) preparation, development and issue of instructional material, educational packages and prototypes;

(b) offering guidelines on implementation and testing of new approach in the areas of experimentation; and

(c) evolving criteria for and selection of areas institutions and schools where the project is implemented.

The projects has been launched in 15 States and covers 450 primary schools, 30 schools in each state located in hilly tribal and urban slum areas.

Initially the project will be limited to the lower primary stage of 30 experimental schools in each participating state. New instructional materials including texts multi-media self-learning materials and audiovisual aids shall be developed and tried out. In service training of teachers and teacher educators shal be an integral part of the project.

In implementation of Primary Curriculum, teacher training is an important component. For this a new course called B.Ed. (elementary) has been developed by the National Council for Teacher Education. This will be introduced in the Regional Colleges of Education for Training Primary Teacher Educators. The National Council of Educational Research and Training is also assisting State Governments in orientation of Key-personnel who in turn will train primary teachers to enable them to teach students effectively in the schools. The National Council of Educational Research and Training also helps the State Governments in organising Teacher Training particularly for teaching Science and Work Experience. Some financial assistance is also given by the National Council of Educational Research and Training to the States/Union Territories so far covered by this financial assistance are as under:

1. Haryana
2. Rajasthan
3. Maharashtra
4. Andhra Pradesh
5. Tamil Nadu
6. Kerala
7. Delhi

In UNESCO assisted project for teaching of science the improved curricula and textbooks have been used on an experimental basis in a specific number of schools in many States. The Scheme has been introduced on a wider scale to include more schools. Under the Scheme science kits developed at the National Council of Educational Research and Training are supplied to the primary schools as well as primary teachers intraining institutions to teach the improved science syllabus. The teachers are also given necessary training to teach the improved science curricula. In many States the improved science curricula has been introduced in all the Schools.

The programme of teachers training through Satellite Instructional Television Experiment (SITE) was conducted recently with the help of material developed at the Centre for Educational Technology of National Council of Educational Research and Training. Through this programme the primary school teachers of 24000 villages were trained in modern method of teaching science.

By the adoption of the new textbooks or revision of their textbooks to bring them at par with the level and scope of National Council of Educational Research and Training textbooks by the State Governments, it is expected that it will be possible to achieve the desired goal.

In this many efforts are being made simultaneously to improve the curricula textbooks and train teachers to use them effectively.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-7-76]

Recommendation (S. No. 35, Para No. 3.61)

The Committee would like to be informed of precise progress made in evolving the curriculum and text books therefor as in the opinion of the Committee these constitute the essential pre-requisite for implementing this programme in a purposeful manner.

Reply of the Government

National Council of Educational Research and Training have produced the following:—

(1) A paper entitled "Curriculum for Ten Year School."

(2) 4 text books in English and Hindi versions on the subjects (i) Life Sciences, (ii) Physics, (iii) Chemistry and (iv) Mathematics.

(3) 2 books in English on the subjects (i) Geography and (ii) History. The Hindi versions will be published soon.

[Min. of Education & Social Welfare (Department of Education)]

Recommendation (S. No. 35, Para No. 3.62)

While appreciating the challenging nature and size of the problem, the Committee cannot but stress the need for making a most careful, well prepared and well co-ordinated approach in this important matter.

Reply of the Government

Noted.

[Min. of Education & Social Welfare (Department of Education)] O.M. No. G. 25013/1/75-I.F. 4 dated 26-2-76]

Recommendation (S. No. 36, Para No. 3.63)

The Committee note that for introducing the new methods of problem oriented teaching, a massive programme of teacher training and reorientation is required. The Committee have been informed that a very detailed programme of interaction with the States has been carried out for developing materials and teaching methods, and that summer schools at both the Centre and the States, are being held in a suitable manner for giving orientation to teachers in the new methods. The Committee also learn that a National Council for Teacher Education has been established in 1973 to report on improvement in Teacher Education. It need hardly be stated that the success of the new pattern of education depends entirely upon the dedication and skill which the teachers bring to bear on educating their charges. The Committee realise that the magnitude of the task is great. At the same time, teacher orientation is vital if the new pattern is to achieve the desired results. It is a challenge to the organising capacities of the authorities and sense of dedication of the teachers and their eagerness to improve their professional skills. The Committee trust that concrete and concerted efforts would be made to effect the necessary reorientation in the teachers.

Reply of the Government

The observations of the Committee are noted.

The National Council for Teacher Education, a body set up by the Ministry of Education & S.W. have been concerned with the problem

of teacher training and reorientation of the teachers. All the State Governments are represented on this Council. They have made various recommendations from time to time on the question of teacher training. They have taken in hand action to prepare the curriculum for the teacher training institutions in the country. Draft curriculums in the following fields of Teacher Education have since been prepared:—

(i) In-service Education for Elementary Teacher Education;

(ii) Integrated Syllabus for Pre-School and Primary Teacher Education;

(iii) Graduate Level Course in Early Childhood Education;

(iv) B.Ed. (Elementary Education) and M.Ed. (Elementary Education);

(v) Secondary Teacher Education Curriculum; and

(vi) Revised M.Ed. Programme.

When the revised curricula are finalised, it will be sent to the State Governments, with a request to adopt the draft curricula for their teacher training institutions with such modifications, as may be necessary.

The National Council of Educational Research and Training has initiated programme for the training and re-orientation of teachers in the new methods and the new curriculum. The National Council for Teacher Education is undertaking a continuous programme of review of the teacher education programmes.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F.4, dated 1-4-76]

Recommendation (S. No. 37, Para 3.64)

The Committee feel that in opening new schools high priority should be given to areas, particularly in backward regions and States, which are not covered at present. The Committee have no doubt that while introducing the new proposed pattern of 10 plus 2 in schools, authorities would keep in view the special requirements of rural areas and reflect them suitably in the curriculum to under score its relevance and enhance the capacity of students to make contribution to developmental efforts.

Reply of the Government

The observations of the Committee are noted and accepted.

The Government of India have been repeatedly bringing to the notice of State Governments that the location of new schools should be planned in such a manner that backward areas in the State are covered and equality of educational opportunities is established. An Educational Survey has been undertaken in 1974-75 with a view, among other things, to ascertain the availability of educational institutions in the various parts of the country with reference to the population. The conclusions of the Survey are expected to be available to the Governments by the middle of 1976. The Survey would identify the habitations in urban and rural areas and the location of primary, middle and secondary schools in these habitations. The distance of these institutions from the nearest habitations would also be indicated by the Survey. The Survey would be a basis by which the availability of educational institutions for the rural areas in the country could be determined and it is hoped that the State Governments would take action to ensure that those rural and backward areas which are not yet covered by the educational institutions, particularly high schools will be covered after the results of the Survey are known. Similarly, the Central Advisory Board of Education, has recommended that the pus 2 stage should be located prepeably in schools. This recommendation is with a view to ensuring accessibiity of the plus 2 stage to the rural and backward areas. Many States have given this due consideration and they have in selecting schools for the location of higher secondary schools given due consideration to the backward and rural areas.

The curriculum for the 10 year school drawn up by the NCERT has taken into consideration the requirements of the rural areas. The emphasis of environmental approach in teaching the various subjects would go a long way in meeting the requirements of rural areas.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F.4, dated 1-4-76]

Recommendation (S. No. 38, Paras 3.68 & 3.69)

The Committee feel that the most important issues in higher education are the one highlighted by the University Grants Commission in their Report of 1972-73:—

(a) Much of higher education, particularly at the undergraduate level, both in academic and professional courses, is not relevant to the needs, abilities and aptitudes of the students and to the needs of India's economy.

(b) The present system of higher educat on is generating much waste and stagnation, which is also explained by the system of teaching, learning and examinations prevailing in the country.

(c) The growth rate of enrolment in University level courses has oustripped the growth rate in the national economy, and also led to dilution of standards in institutions.

(d) The backward areas and communities and students hailing from them have not had any opportunities for higher education.

(e) Need for improvement of quality of education in affiliated colleges which cater to 90 per cent of the students in the arts, science, commerce and law courses.

(f) Need for improving the quality of post graduate education and research both in universities and colleges.

The Committee feel that Government, the University Grants Commission and the Universities should pool their knowledge and experience in order to evolve meaningful and practical solution to these issues of vital importance.

Reply of Government

The University Grants Commission has already reviewed the Fifth Plan programmes in the light of the above observations in its Annual Report for 1972-73. These and related matters were discussed at length in the Vice-Chancellors' Conference held on September 30—October 1, 1975 and in the Conferences of Principals of Colleges held on October 4-5, 1975 and other similar conferences. Special steps have been taken to diversify courses at the undergraduate level and to make them relevant to the needs, abilities and aptitudes of the students. Commission is aware of the extent of wastage and stagnation in the present system of higher education, which differs from region to region and from level to level, and is of the view that other measures for reduction of failure rate in the universities and colleges should go side by side with improvement of the prevailing admission procedures. The Commission's policy of expansion of non-formal education, restraint on establishment of new colleges and a new universities are intended to check the unplanned growth of higher education. From an average growth rate of 200 new colleges per year during 1969—72, the growth of new colleges in 1972-73 came down to 125, which is further down to 83 in 1974-75. This number is expected to be even lower in the coming years. The annual rate of growth of enrolment is also coming down and it is hoped that it would be manageable in the coming years.

The 20-Point Economic Programme announced by the Prime Minister aims at reducing the cost of higher education for the underprivileged sections of society, particularly by making instructional material and living in hostels less expensive. The University Grants Commission has revised its scholarship schemes, has made higher allocation for hostels and has liberalised the Book Bank scheme to enable a larger number of students from those sections of society to benefit from higher education opportunities. The Government, while conserving resources as a result of reduction in enrolment and regulation of expansion of facilities, proposes to use these conserved resources for providing larger and better facilities for persons belonging to the weaker sections of society.

Steps to improve education in affiliated colleges are already under implementation through schemes like College Science Improvement Programme, College Humanities and Social Sciences Improvement Programmes and University Leadership Projects.

The Colleges have been asked to prepare an integrated development plan within a specified amount. The Commission has also agreed to institute Readerships in Colleges with a view to raising the standard of teaching in colleges.

Government have been very keen that even in the most prestigious institutions facilities be provided to pupils from backward sections and regions to receive education of high standard. For this purpose, *inter alia*, the following schemes, deserve special mention:—

(i) National Scholarship Scheme for Talented Children from Rural Areas.

(ii) Scholarship Scheme for children in approved residential schools.

(iii) University Grants Commission Scheme for award of Junior Research fellowships|scholarships for Post-graduate studies to the students belonging to Hill Areas of North-Eastern Region and Ladakh.

(iv) Reservation of seats in I.I.Ts.

(v) Remedial courses for backward students.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 39, Para 3.70)

"The Committee would like to point out that the students of Indian Universities have won high acclaim and place of honour in all parts

of the world and this should hearten our educationists that our standards are second to none. But what is required is improvement of general standard of students, so that a larger percentage make the grade of excellence and go out of the portals of the Universities imbued with zest for self-education and improvement throughout their lives. The Committee stress that this aspect should be borne in view while going into the question of effecting improvement in higher education."

Reply of Government

Government agree with the observations made by the Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 40, Paras 3.71 and 3.72)

"As is well known there are Universities in this country whose standards are accepted and recognised all over the country. It should not be difficult to analyse in detail their good features so that these could be incorporated with advantage in other Universities so as to improve their standard.

The Committee would, in particular, like to bring to notice the problem of standard of education in Colleges, particularly those in backward areas, so that concerted efforts are made to bring them upto the requisite standard."

Reply of Government

The Subject Panels and Expert Standing Committees of the University Grants Commission take note of the good features of successful programmes of innovation taken up by universities and colleges and incorporate such features in the guidelines communicated to universities for improvement of various aspects of higher education. The problems of standard of education in colleges and in backward areas are receiving special attention while formulating programmes of development in the Fifth Five Year Plan by the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 41, Para 3.75)

"The Committee note that one of the important elements in the new pattern of higher education is the restructuring of courses of study so as to make them relevant to local and regional needs; and

that special panels of the University Grants Commission are suggesting necessary modifications in the courses to make them effective. The Committee are, however, concerned to note that there is no time bound programme and that the restructured courses will be introduced only in a few places from the beginning of the next academic year. The Committee would like to emphasise the need for a time bound programme for implementation of the restructured courses by all the Universities. The Committee would also like Government to ensure that details regarding the progress of implementation of the new pattern of education are given in the Annual Reports of the Ministry and the University Grants Commission."

Reply of Government

The University Grants Commission has identified certain universities and colleges for implementing its programmes relating to restructuring of University courses at the degree level so as to make them relevant to the needs of the community and have also invited proposals from such universities which have plans for starting such courses in cooperation with the neighbouring institutions and prospective employers. The extent of coverage of this programme would primarily depend on the availability of resources and also on internal constraints in every educational system like the availability of competent teachers and physical plant. The Government agree that the progress of implementation of such programmes, as also the new pattern, of education should be incorporated in Annual Reports of the Ministry of Education and University Grants Commission that are presented to the Parliament every year.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 42, Paras 3.86 & 3.87)

The Committee are glad to note that facilities have been given for acquiring education through correspondence courses, evening colleges and private study and that there have been a consequent check on the growth of enrolment at university level which led to dilution of standards.

The Committee attach great importance to the facilities of higher education being made available to young persons coming from weaker sections of society who because of economic constraints have to take up employment at a young age, but have the capacity and capability and the desire for higher education. The Committee feel that the

most pragmatic and practical approach would be to afford facilities and opportunities to these young students to appear in the university examinations either as private or correspondence courses students.

Recommendation (S. No. 43, Paras 3.88 & 3.89)

The Committee are constrained to point out that while a beginning in the correspondence courses was made as early as 1962-63, this facility has so far been provided by not more than 12 universities and that they between themselves have been able to cover 50,000 to 60,000 students a year only.

The Committee would like the University Grants Commission and the Government to specially analyse the reasons for this slow progress and see that the leading Universities in all parts of the country provide the facility of Correspondence course and that the range of courses covered by them is expanded so as to cover subjects in demand, particularly those which would improve the professional skills and prospects for advancement.

Recommendation (S. No. 44, Para 3.90)

The Committee stress that the arrangements for checking up answers and providing guidance to students should be continuously improved so that the students who avail of correspondence courses do not suffer qualitatively as compared to regular students.

Reply of Government

The University Grants Commission has recently finalised guidelines for the introduction of correspondence courses at the undergraduate and postgraduate levels. The Commission is of the view that correspondence courses can be tried out at different levels and in different subjects in the humanities, social sciences and some of the professional areas like social work, library training, engineering and technology and therefore such facilities should as diversified as possible. It has been estimated that in the year 1973-74 more than 1.75 lakhs of students have been enrolled either in correspondence courses or as private candidates in the field of higher education. The Commission has proposed that roughly 30 per cent of the new entrants should be enrolled in the non-formal stream and steps taken to start correspondence courses in at least one university in every State. The guidelines communicated to the Universities indicate the arrangements for checking up answers and providing guidance to students

undergoing correspondence courses so that quality of education does not suffer on this account.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 45, Para 3.91)

"The Committee also note that Governmet have under consideration establishment of a National 'Open University'. The Committee consider that education is a continuing process for all men at all ages and would, therefore, welcome opportunities being given to all to improve their intellectual attainments and cultivate fresh skills through the proposed University."

Reply of Government

The recommendations of the Estimates Committee have been noted. The proposal for 'Open University' is being processed and efforts are being made with a view to establish such a University as soon as possible, preferably during the course of Fifth Five Year Plan.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 22-11-75]

Recommendation (S. No. 47, Para 3.98)

"The Committee would also like an analysis of the teacher-student ratio to be done subject-wise and University-wise so that concerted action could be taken to improve the position on priority basis, where called for."

Reply of Government

The University Grants Commission proposes to undertake such an analysis after the survey of higher education, already undertaken, is completed.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F.4, dated 26-2-76]

Recommendation (S. No. 48, Para 3.99)

"The Committee feel that apart from the mere stress on numbers, what is of crucial importance is the quality of teachers. While we have numerous schemes for training of teachers in schools, there does not appear to be a well thought out scheme working in higher educational institutions. The Committee would like Government

University Grants Commission to give this matter their serious attention and evolve a concrete scheme which would ensure that the quality of teaching in Colleges and Universities goes on continuously improving in the interest of making the contents of education relevant, stimulating and abreast of latest developments. Teachers should spare no efforts to encourage the students so that their full potential and personality are developed for better service to the Community".

Reply of Government

The University Grants Commission have accorded high priority to the Faculty Improvement Programme and Faculty Awards in the development programmes undertaken by it. Teachers are thus provided with a wide variety of opportunities to keep themselves in touch with the latest developments in their subjects and teaching methods and to engage themselves in research and other scholarly activities. The Faculty Improvement Programme includes facilities for participation in refresher courses, summer institutes conferences, teacher fellowships for purposes of obtaining advance research qualifications. Support for research by individual teachers including national associateships, national lecturerships and national fellowships. Institutional Faculty Improvement Programmes have also been integrated with the College Humanities Improvement Programme so that the professional competence of teachers is improved and they are enabled to encourage students so that their full potential and personality can be developed for better service to the community.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F.4, dated 26-2-76]

Recommendation (S. No. 49, Para 3.100)

"Another idea which the Committee would like to commend is entrusting these teachers with co-curricular responsibilities which would bring them closer to the students and help the development of a better rapport."

Reply of Government

The Government agree with the suggestion. The University Grants Commission has recently set up a Working Group to prepare a comprehensive programme for students' amenities and welfare. That Group will also be dealing with co-curricular activities of

students in the campuses of universities and colleges and ways of greater involvement of teachers in such activities will be considered by it.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 26-2-76]

Recommendation (S. No. 50, Para No. 3.101)

"The Committee feel that it is of utmost importance to attract and retain persons with high academic qualifications and aptitude to work in institutions of higher education. While Government have been taking continuous interest in the matter of revision of scales of pay of teaching staff, the Committee feel that it is time to recognise the importance of providing adequate avenues of promotion to brilliant men of outstanding ability who show their mettle and worth to rise to positions of higher responsibility at a comparatively young age, so that their services are retained and their enthusiasm harnessed to improve academic standards. The Rules of selection/promotion should not be unduly weighted in favour of seniority but merit should find fuller recognition".

Reply of Government

The Government of India agree with the recommendation made by the Estimates Committee that the Rules of selection|promotion should not be weighted in favour of seniority but merit.

This Ministry while recommending to the State Governments the scheme of revision of scales of pay of University and College teachers, has *inter alia* included the following provision as one of the conditions for introduction of the Revised Scales:

> "Recruitment to all categories of teachers-Lecturers, Readers and Professors in Universities shall be made strictly on merit and on the basis of all-India advertisement and selection. . . ."

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 22-11-75]

Recommendation (S. No. 51, Para 3.116)

"The Committee note that although the money allotted for Research and Development is rising in our country for the last 10—15 years, the educational institutions continue to get a low share out of this allocation and that the Central Advisory Board of Education have urged that more allocation should be made to universities for

research work. The Committee need hardly emphasise the importance of research work done by teachers and scholars in the universities. They urge that allocation of more funds should be made to the educational institutions for the purpose".

Recommendation (S. No. 52, Para 3.117)

"The Committee note that the University Grants Commission are taking steps for co-ordination and development of facilities for research, by providing for specialised facilities in selected institutions within a State, to enable three or four universities in a State to offer a wider spectrum of facilities for advanced study and research. The advantage of pooling of such facilities and avoiding duplication and waste due to fragmentation of facilities for research and post-graduate studies cannot be over-emphasised. The Committee hope that the proposed coordination would be effected expeditiously."

Recommendation (S. No. 53, Para 3.118)

"The Committee note that there has been persistent demand from universities that they should be given a greater share of research assignments. The Committee feel that with the development of centres of higher education in many universities, they are second to none in the matter of availability of talent and facilities to undertake research as is being done in other parts of the world. The Committee feel that in allotting projects of research to institutions, the claims of universities should receive fuller and detailed consideration so that they do not feel left out. The Committee also feel that the universities can help the process of rational allocation of assignment by better co-ordination amongst themselves in order to identify areas, type and the nature of the assignments which can be appropriately handled in various departments of the Universities. If this information is made available in a co-ordinated and purposive manner to the Ministries of Defence and Science, the Committee have no doubt that they should take this into account while allocating projects.

Recommendation (S. No. 54, Para 3.119)

"The Committee would also like to suggest that for undertaking research in new fields and directions Government should also consider involving the universities in these projects so that the existing resources and the talent of young and promising scientists and technicians can best be utilised to the advantage of the country."

Reply of Government

The University Grants Commission has made a beginning in providing direct support for research in universities and to build up the necessary infra-structure for sustained research. The Commission has constituted a Science Research Council and a Panel of experts in different subjects to advise it in the matter. The membership of Science Research Council extends to scientists from universities and a number of other important agencies connected with scientific research. The Council has been formed with the expectation of helping to improve funding and organisation of research and it is expected to look into everything that holds up progress in this field. The Commission has already earmarked reasonable fraction of its funds to be spent on the recommendations of the Science Research Council. The Commission's support for research includes direct support for scientific research projects, financial assistance to individual teachers, research fellowships and associateships to student and teacher and indirect support in the form of development grants under plan programme. Steps have also been initiated to involve university research in areas of Research & Development relevance so that it can make direct contribution to economic life. Programmes of research have been initiated apart from science subjects in Humanities and Social Science subjects too. In the field of Science subjects, 312 major research projects and 600 minor projects costing nearly Rs. 1.85 crores have been approved by the Commission. In the field of humanities and social sciences, during 1973—75, the Commission has sanctioned 629 projects at a cost of Rs. 25 lakhs. Of these, 58 are advanced research projects and the remaining short-term projects. Research on inter-disciplinary basis and areas which have remained relatively neglected and are of crucial importance to the social and economic life of the country are accorded priority under these programmes. As far as the question of co-ordination in the field of scientific research is concerned, the Chairman of University Grants Commission has now been appointed a member of the National Committee on Science & Technology and this should facilitate co-ordination. A Committee has also been constituted, with representatives, *inter alia*, of Council for Scientific and Industrial Research and University Grants Commission to improve co-ordination in scientific research in institutions connected with these organisations. That Committee, Science Research Council and Expert Committees which assess the research programmes in universities and colleges will ensure that necessary duplication of efforts is avoided. The Expert Panels which examine research projects also consider steps needed to avoid fragmentation of facilities for research. The Government agree with the Committee that the claims of universities could receive fuller and detailed consi-

deration in the matter of allotment of projects for research. However, this is a matter to be considered by other agencies like the Council for Scientific and Industrial Research and the National Laboratories while sanctioning research project to universities. Science Research Council and the Expert Panels consider research projects submitted for Commission's assistance only from teachers working in universities and colleges. The Indian Council of Medical Research, Bhabha Atomic Research Centre and the Atomic Energy Commission also provides assistance to universities for research. Universities would be encouraged to undertake cooperative research with other agencies and also other programmes recommended by the National Committee on Science and Technology and special funds are proposed to be allocated to the University Grants Commission for that purpose.

The Commission has recently agreed to institute some research associateships to enable researchers working in National Laboratories etc. to spend some time in universities. Similarly the research organisations are being requested to reserve some places to enable teachers under the faculty improvement programmes to work for advanced study and research in these organisations, e.g. National Laboratories and Bhabha Research Centre etc.

In the case of Central Universities specific provision is being made to bring about collaboration with non-University institutions of higher learning on the lines of the provision in the University of Hyderabad Act which provides as follows:—

"*Powers of the University*

5. The University shall have the following powers, namely:—

* * * *

(11) to co-operate or collaborate or associate with any other University or authority or Institution of higher learning in such manner and for such purposes as the University may determine".

This Ministry proposes to review the entire question of scientific research as it relates to the Universities and other institutions of national importance *vis-a-vis* other agencies of Government of India engaged in scientific research. With this objective in view a Conference will be held to devise ways and means to ensure that this recommendation of the Committee is suitably implemented.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (S. No. 55 Para 3.120)

"The Committee have been greatly concerned to note that the University Grants Commission in their report for 1972-73 had expressed in catagorical terms the acute difficulties which are being experienced by the Research Institutions and Departments under the Universities, colleges etc. in obtaining equipment, particularly imported equipment. The Committee find that the allocations of foreign exchange to cover the import of new equipment including spares etc. for research institutions under the Universities were only of the order of Rs. 1 to 1.70 crores. While the representatives of the University Grants Commission and the Ministry of Education pointed out the inadequacy of the allocation, the Ministry of Finance have brought to the notice of the Committee that even this amount was not fully utilised. The Committee are given to understand that there are several procedural difficulties being experienced in this regard. The Committee would like the Ministry of Education/ Ministry of Finance/University Grants Commission to thoroughly go into the matter to evolve a workable procedure and allocate adequate foreign exchange so that the research efforts in any department of the universities/colleges etc. do not feel hampered on this account."

Reply of the Government

The procedure for allocation of foreign exchange upto 1965 was that foreign exchange was allocated to the University Grants Commission every six months and the Commission after processing the applications received from universities and colleges recommended them to the Chief Controller of Imports and Exports directly. Since 1966, this procedure has been modified. Under the modified procedure, the Universities continue to make applications to University Grants Commission which obtains clearance regarding indigenous availability from Director General Technical Development. Clarifications sought by the Director General Technical Development are obtained by the University Grants Commission from the institutions concerned. After completing these formalities, a request is made to the Ministry of Education to release foreign exchange for importing the equipment. The Ministry of Education either releases the required foreign exchange under the powers delegated to it or obtains further clearance from the Ministry of Finance. After the foreign exchange is released by the Government in this manner, the Commission recommends the import licence applications to the Chief Controller of Imports and Exports.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-I.F. 4 dated 26-2-76].

Addition information sought

Please intimate whether as a result of the adoption of the modified procedure, difficulties still arise in regard to obtaining Foreign Exchange. The reaction of the Ministry of Education to the observations of the Ministry of Finance that even the amount of foreign exchange already released was not being utilised by the Ministry, may also be intimated. [L.S.S. O.M. No. 5|6/EC/75 dated 30-4-76]:

Reply of the Government

In all cases, competent authority has to ensure that following conditions are satisfied before ordering the release of Foreign Exchange:—

(i) Foreign Exchange commitment should be entered into only when it is not possible to cover the requirement under the Rupee resources or aid;

(ii) Only items which are absolutely essential and inescapable should be imported and that too to the barest minimum;

(iii) Only items not available indigenously or for which suitable Indian substitutes are not available are imported. The position regarding indigenous availability has to be checked in each case in accordance with the orders issued by DGTD;

(iv) Wherever funds of the Government of India are involved, the release should be made in consultation with the Associate Finance|Internal Financial Adviser.

(v) Foreign Exchange for banned items, office equipments, like calculating/accounting machines etc. has to be released by the Ministry of Finance as powers have not been delegated to Ministries.

In cases where the above conditions are satisfied, no difficulty arises in the release of Foreign Exchange. In other cases, however, there is inevitably some delay as considerable time is spent in getting further information, clarification etc. It is not desirable dispence with these conditions altogether. Nevertheless, difficulties do not arise in the matter of obtaining Foreign Exchange.

As regards non-utilisation of the full allocation of Foreign Exchange, the Ministry of Finance allocated Rs. 8.23 crores to this Ministry during the last 4 years against which the Ministry utilised Rs. 6.41 crores. The University Grants Commission utilised Rs. 3.23

crores out of the same. Not-utilisation of Foreign Exchange is mainly due to (i) non-receipt of complete proposals, (ii) late receipt of proposals which involved fresh clearance from DGTD or fresh invoice from the supplier/agent, (iii) non-inviting of quotations by Universities, Colleges and Institutions to find technically the most suitable offer for the import, (iv) non-receipt of proposals in a phased manner throughout the year to make processing smooth and continuous, and (v) lapse of the unutilised Foreign Exchange at the close of the half-yearly period for which the ceiling is fixed by the Ministry of Finance.

The procedure is being further scrutinised to ensure that research work does not suffer due to want of essential equipment while observing the critaria mentioned above.

[Ministry of Education & S.W. No. G. 25013|1|75-I.F. 4, dated 1-7-1976]

Recommendation (S. No. 56 Para 3.121)

"There is also the imperative need for ensuring that the existing equipment is maintained in perfect working condition. The Committee are concerned to note that the maintenance of equipment leaves much to be desired. They stress that the Universities should take the help of the laboratories under the Council of Scientific and Industrial Research and other well-known institutions so as to have proper and firm arrangements for servicing and maintenance of equipment."

Reply of the Government

The questions of maintenance and repairs of equipment lying idle is receiving attention of the Science Research Council appointed by the University Grants Commission. A detailed survey of the equipment lying idle in universities is proposed to be undertaken with assistance of the Central Scientific Instrumentation Organisation. Steps are also being taken to repair all useful equipments and put them to proper use by utilising facilities available with Council of Scientific and Industrial Research, Bhabha Atomic Research Centre, Central Drugs Research Institute etc. and universities having good workshop facilities. Meanwhile, the Commission has also modified the conditions governing the release of equipment grant to universities and colleges and has laid down that all efforts have to be made to ensure that all equipments available are put to effective use and an amount not exceeding 5 per cent of the equip-

ment grant may be used on maintenance|repairs/purchase of spares service contracts and other maintenance needs wherever necessary.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 26-2-76]

Recommendation (S. No. 57, Para No. 3.130)

The Committee are glad to note that the Government have revised upwards the rates of scholarships under the National Scholarships Scheme since July, 1974. The Committee, feel that scholarships are the most important means to provide opportunities to meritorious but poor students to pursue their studies. According to the Government's own analysis, the scholarships and followships available for encouraging meritorious students and for promoting research are too few to meet the requirements of universities and colleges. The Committee would, therefore, like the Government to give priority to this project and increase the number of scholarships appreciably.

Reply of the Government

Government was also keen to increase the number of scholarships under National Scholarships Scheme during the 5th plan period but due to constraint of resources, it was not possible to do so. However, the recommendation has been noted and if additional funds are made available, the number of scholarships will be increased.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 22-11-75]

Recommendation (S. No. 59, Para No. 3.132)

The Committee are happy that Government have taken the initiative of awarding scholarships at Secondary Stage for Talented Children from Rural Areas and that 10,000 scholarships at the rate of 2 for each Community Development Block are being given. The Committee would like an evaluation of this Scheme to be made at an early date and the number of scholarships to be increased so as to give full scope for development of talents from the rural areas where more than 80 per cent of our population reside.

Reply of the Government

The recommendation has been noted and necessary action initiated to evaluate the Scheme for suitable action in due course.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 22-11-75]

Statement showing the action taken on the recommendations/conclusions contained in the 79th Report of the Estimates Committee (Fifth Lok Sabha).

Recommendation (S. No. 60, Para No. 3.133)

The Committee also attach great importance to the generation of interest in post matric studies in Hindi by students drawn from Non-Hindi Speaking States in the interest of national integration. They note that at present only 1850 awards are being given annually. The Committee would like an evaluation of the present Scheme to be made in full consultation with Education authorities of Non-Hindi Speaking States so as to improve the Scheme and make it attractive to get promising scholars in this area of vital national importance.

Reply of the Government

The recommendation has been noted for necessary action.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Additional information sought

Please intimate the action taken to make an evaluation of the Scheme of award of scholarships for promotion of studies in Hindi by students drawn from non-Hindi speaking states.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

On the basis of the review of the working of the Scheme of 'Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi' it has been decided that instead of preliminary scrutiny of the applications, the State Governments should make the final selection of the scholars. This will help in the early release of funds to the selected scholars. Moreover keeping in view the usefulness of the Scheme the number of fresh awards was increased from 1850 in 1974-75 to 2000 in 1975-76. The number has been further increased to 2300 in 1976-77. The States have also been asked to review the Scheme and send suggestions for its improvement. When these suggestions are received, these will also be considered for making further improvement of the Scheme.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-7-76]

Recommendation (S. No. 61, Paras No. 3.134 & 3.135)

The Committee understand that there have been cases of delay in the disbursement of scholarships particularly the scholarship meant for Scheduled Castes and Scheduled Tribes candidates and that such delay in the disbursement of scholarships, sometimes results in the discontinuance of the studies by the recipients for want of financial assistance in time. The Committee feel that the Central Government should study this problem in depth and devise ways and means to ensure that such scholarships are disbursed by the State Government in time or in the alternative set up their own machinery for disbursement of scholarships because the whole object of the scheme is defeated if the money which is allocated for this purpose does not reach the beneficiary in time.

Reply of the Government

As the Scheme of Scholarships for Post-Matric Studies for Scheduled Castes and Scheduled Tribes is being implemented by the Ministry of Home Affairs, a copy of the recommendation has been sent to that Ministry for necessary action.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Additional informatio nsought

Please intimate the action taken by the Ministry of Home Affairs to devise ways and means to ensure that scholarships granted to Scheduled Castes and Scheduled Tribes candidates are disbursed by the State Governments in time.

[L.S.S. O.M. No. 5/6/EC/75 30-4-76]

Additional Reply

This recommendation was referred to Ministry of Home Affairs who were concerned with the matter. It has been reported that the Minister in the Ministry of Home Affairs addressed a D.O. letter to the Ministers of All the State Governments incharge of Welfare of Backward Classes recently in which various measures for streamlining the procedure of disbursement of Post-Matric Scholarships to Scheduled Castes and Scheduled Tribes students, were suggested. The main steps suggested by Minister in the Ministry of Home Affairs to the State Governments include the following:—

(i) Issue of entitlement cards to Scheduled Castes and Scheduled Tribes students for enabling them to get admission without prior payment of fees;

(ii) Payment of scholarships on monthly basis instead of quarterly or six monthly;

(iii) Decentralisation of the Scheme at least to the level of District Welfare Officers;

(iv) Supply of sufficient blank application forms to educational institutions well ahead of commencement of session;

(v) Placement of *ad-hoc* funds with college authorities to ensure timely payments; and

(vi) Fixing responsibility on a senior Officer for overseeing the entire Scheme.

The State Governments are taking necessary action in the matter.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 1-7-76]

Recommendation (S. No. 62, Para No. 3.144)

The Committee note that it has been generally agreed that wastage and stagnation constitute an unfortunate feature of our educational system at all levels. The single largest factor responsible for this wastage and stagnation is the large number of "failures" and drop-outs. According to the analysis of the Government, the percentage of failures in the high school examination is above 50 per cent and at the first degree level also it is about 50 per cent. An other levels also, the position is no better. The average drop out rate of students at the middle school stage in INDIA is about 25 per cent. The Committee have been informed that the reasons are academic, economic and social.

The Committee need hardly emphasise the necessity of taking concrete and realistic steps to reduce this tremendous drain of youth potential and national investment by improving the quality of education, extensive introduction of non-formal education, and also introduction of examination reforms at a very early date.

Recommendation (S. No. 64, Para No. 3.146)

The Committee feel that the high percentage of drop-outs from the main stream of education is matter of very serious concern to society. The Committee would like Government to analyse in detail the reasons therefor and take remedial measures at all levels to bring down this percentage. Elsewhere in the Report, the Committee have suggested multilevel entry system in education. The

effort should be that if after some lapse of time 'drop-out' wants to rejoint an educational institution, he may not be denied this facility.

Reply of the Government

Government have initiated action for the reform of examinations. The National Council of Educational Research & Training has prepared a paper on reform of examinations. This paper has been circulated to the State Governments. It has been followed up by a letter from the Education Minister to the State Ministers emphasising the importance of educational reforms. The NCERT is in touch with the State Institutes of Education to follow up action on its recommendations. Many States have initiated actions of reform on the lines recommended by the NCERT. The Central Board of Secondary Education has already introduced the grading system in its new 10+2 structure. There will be no longer pass and failure categorisation in the examinations conducted by Central Board of Secondary Education.

The Central Government have also advocated the introduction of non-formal education programmes at the age-level 6—14 for the drop-outs and the non-attending children. Non-formal education programmes for these children will be either on part-time basis or arranged in a manner to suit their problems. Functional education programmes may be arranged around the work-experiences of the Children to enable them to earn their living or assist their parents and at the same time acquire education. These programmes are also designed to ensure that they can join the formal education system at any point they choose by the adoption of multi-point entry. These programmes have been recommended to the State Governments for adoption. Many of the States have started introducing programmes of non-formal education.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 13-9-76]

Recommendation (S. No. 63, Para No. 3.145)

The Committee feel concerned to note that the percentage of failure at the middle stage in certain States such as Arunachal Pradesh, Orissa, Bihar, Anhdra Pradesh, etc., is very high. The Committee feel that this should receive serious consideration of Central Advisory Board at the Centre and they should assist the State and the Educational Authorities to bring about an improvement in this behalf.

Reply of the Government

Programmes for improving the quality of education, introduction of non-formal education and examination reforms are included in the Draft Fifth Plan. Action as suggested by the Estimates Committee is, therefore, already being taken by appropriate authorities [Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Recommendation (S. No. 65, Para No. 3.154)

The Committee note that 60 per cent of the High Schools in the country are in rural areas and that the educational facilities proposed to be created during the Fifth Plan will primarily benefit the backward communities and weaker sections of the population. The Committee would like Government to prepare a strategy for augmenting educational facilities in the rural areas and ensure its timely implementation. The Committee recommend that education for youth in rural areas should have a rural bias and should aim at teaching vocational skills to help them make appropriate adjustments in their vocations and enable them to benefit from now opportunities for employment/self-employment.

Reply of the Government

The Government are in agreement with the observations of the Committee that education should have a rural bias and at the secondary stage vocational education should be emphasised.

An Educational Survey has been undertaken in 1974-75. Among the various objectives of the Survey is the identification of habitations in rural and urban areas *vis-a-vis* availability and accessiability of educational institutions to these habitations. The results of the Survey are expected to be available by the middle of 1976. It is expected that the results of the Survey would clearly show the areas in the States which are not adequately served by educational institutions. The Survey would enable the State Governments to provide the necessary additional educational facilities in the rural areas to ensure that the backward communities and weaker sections of the population are duly benefited.

The curriculum prepared by the NCERT for the 10 year school takes into consideration the need of the rural and backward areas. Work experience has been made a compulsory feature of the new pattern. Work experience programmes are expected to promote

knowledge of science and technology and of productive processes in agriculture and industry. It would provide for the development of knowledge, skills and aptitudes.

Realising the problems of the educational institutions in the rural areas, the National Council of Educational Research and Training, has undertaken various programmes for the strengthening of the techniques of teaching in rural areas. Upgrading of the science syllabus and also supply of science kits to primary schools, to strengthen the teaching of science have been undertaken by the NCERT.

Vocationalisation is expected to be introduced in a large way at the higher secondary stage. These vocational courses will be introduced after a survey of the local area to determine the employment opportunities available. These courses will lay emphasis on the agriculture and health aspects. The objective of the vocational education is not merely to equip a person for a vocation but also drawing into self-reliant competent persons who could seek self-employment also.

In May, 1973, the University Grants Commission set up a Committee to consider the suggestions contained in a Working Paper sent to it by the Ministry of Education on Development of Rural Higher Education. The Report of the Committee, which included a recommendation for restructuring courses at the first degree level suited to rural environment, was considered by the Commission at its meeting held on 10th February, 1975. The Commission accepted the recommendations of the Committee and decided to appoint an Implementation Committee for the purpose. The Implementation Committee has laid down the guidelines for restructuring the courses and the same have been circulated by the Commission to the Universities for guidance. The guidelines laid down by the UGC for restructuring of courses, *inter-alia* lay down that a re-orientation of traditional subjects to the needs of the rural community and the introduction of some relevant applied disciplines related to basic subjects or subject|group is essential. It was further stated that there should be close collaboration with the agricultural universities and other user Government institutions in the region in planning as well as running such new courses with a rural/practical orientation. The Universities are expected to draw up detailed syllabii for such courses in the light of the guidelines circulated by the Commission.

The question of restructuring of courses, their relevance to development and rural orientation was also considered by the Conference of Vice-Chancellors at their meeting held in September 30—October 1, 1975. The Conference welcomed the steps taken by UGC to restructure undergraduate education, but desired that the experiment proposed to be undertaken by some universities with the support of the Commission should be watched and assessed with care.

So far as technical higher education is concerned, various steps have been taken by Indian Institutes of Technology, Indian Institutes of Management and School of Planning and Architecture and also by some of the Regional Engineering Colleges to enable the youth in rural areas to learn vocational skills so that they can derive benefit from the new opportunities from employment/self-employment. IIT, Kharagpur has initiated work on study of drought prone area, with detailed study of the Midnapore District and organisations of a Krishi Mela as part of extension activity. The rural development Centre at IIT, Madras has proposed adoption of a few hereby villages for intensive development by applying simple scientific technologies to improve sanitation, water supply, filteration, sewerage, gobar gas, modernising of village industries, education of adults on vocational skills etc. They are also organising a seminar at Gandhi Gram Rural Institute for rural development. IIT Kanpur has also taken up a programme of rural orientation of students.

At Indian Institute of Management, Ahmedabad a post-graduate course for Agricultural Engineers/Scientists is conducted and studies on rural economy are carried out. Similarly at Indian Institute of Management, Bangalore a number of studies on agricultural management sector are carried out. Studies on drought programmes, food grain distribution, land-use policy and dry-farming are in progress and Bullock Cart transportation studies are also being carried out at this Institute. Reports have been received from other Institutes of Management also of their organising programmes with rural bias.

The School of Planning and Architecture, New Delhi (Department of Town and Country Planning) conducted a seminar on rural planning and development on August 18-19, 1975. The objectives of the Seminar were to discuss feasible tools, techniques and strategies of planned development of rural communities in India. The School is collecting material on rural housing and village plan-

ning for the States of U.P., Rajasthan, Bihar and Union Territory of Delhi for the preparation of Monograph on rural housing and village planning in India. The School has also finalised proposals demonstration houses and environmental improvement which shall be implemented and completed in a selected village near Delhi. At Regional Engineering College Rourkela, an earthen dam under the programme "Youth against famine" has been constructed which benefits the community in getting drinking water, bathing and irrigation facilities for people of three villages. Adult Education classes were also conducted in the campus of the college. Regular leaning work is undertaken in the slum areas by the students every year. Some of our engineering colleges and polytechnics also are engaged in collaborating in projects which have benefited the rural areas.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-7-76]

Recommendation (S. No. 66, Paras No. 3.155 & 3.156)

The Committee note that emphasis has been laid for creation of special facilities for higher education to be provided for backward areas and for making special efforts to remove regional imbalances. The Committee also note that the University Grants Commission has been relaxing the eligibility conditions for creation of colleges in backward regions. The Committee hope that greater emphasis would be laid on opening of new colleges in backward areas so as to provide for the development of the youth of those areas who have remained neglected so long. The Committee urge that there should be a deemphasis on opening of more colleges in metropolitan areas so that the available resources are utilised for a more balanced development of rural and semi-urban areas.

The Committee note that there are as many as 1863 colleges which are non-viable. The Committee recommend that the problems of these colleges, particularly those which are located in backward areas should receive special attention and studied in depth. Concrete measures should be taken to improve the standard of teaching and range of courses to attract more students, and to make the colleges not only viable but worthy to be re-reckoned as reputed institutions of acceptable standard, so that the students passing through them suffer no handicap.

Reply of the Government

The Government fully accept the need to ensure access to higher education for economically, socially and educationally back-

ward sections of the society and also to promote higher education in the backward areas with a view to reducing social inequalities and regional imbalances. At the same time indiscriminate expansion of higher education facilities tends to dilute academic standards. The need of educational facility in the rural areas and for the backward sections of society is being met by a system of scholarships, hostel facilities and part-time and correspondence education. These programmes are proposed to be expanded in the remaining years of the Fifth Plan.

The University Grants Commission has prescribed a liberal pattern of assistance to colleges in the backward areas. It contributes 66.66 per cent towards expenditure on building of these colleges as against 50 per cent in the case of colleges located in other areas. Similarly for hostels, staff quarters and books & equipments University Grants Commission's contribution is 75 per cent as against 50 per cent in other areas. Eligibility of colleges for assistance under the Book Bank scheme has also been relaxed in order to cover colleges with low enrolment which are generally situated in backward areas.

The University Grants Commission proposes to study the problems of non-viable colleges in the backward areas in depth.

The Vice-Chancellors conference held on September 30—October 1, 1975, *inter-alia*, recommended that universities and colleges should set up a system of compensatory coaching for backward students so that not only accesss to educational institutions but also attainments in learning may not be, disparate between backward students, particularly the first generation learners and traditional ones. The Commission has taken note of this recommendation and will try to implement it to the extent possible within the limited financial resources.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (S. No. 67, Para No. 4.17)

"The Committee note that a number of Committees and Commissions which have gone into the system of examinations at various educational levels, have found the present system defective and have emphasised the need for examination reform. In the report of the Education Commission (1964—66) it has been stated "The crippling effect of external examination on the quality of work in the higher education is so great that examination reform has become crucial to

all progress and has to go hand in hand with the improvements in teaching". The Government of India Resolution on National Policy on Education (1968) has also stated that "the major goal of examination reforms should be to improve the reliability and validity of the examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time". The Committee regret to note in spite of the need for examination reform having been emphasised since 1952, no concrete steps have been taken to reform the system in the country. The Committee feel that if the system of examination had been reformed, one of the major causes of the students unrest would have been largely removed."

Recommendation (S. No. 68, Paras Nos. 4.18 and 4.19)

The Committee note that in May, 1973, the University Grants Commission circulated a plan of Action for examination reforms. The plan of action places emphasis on a system of internal assessment of performance of students as an integral part of the teaching process, based on the principle that those who teach should also examine. The plan of action also recommends semester system for assessment of performance over well distributed intervals of time. This plan has also suggested to constitution of a Question Bank every year, consisting of a large number of questions, covering the whole course which will be set for the examination. This purports to remedy mass copying and other ills. Further, the scheme provides that students will be awarded grades and not marks at the examinations and assessments.

The Committee have been informed that 12 universities have been selected for implementing the "plan of action" for examination reform and that the implementation is at different stages in these Universities. In addition, a number of other Universities are stated to be in the process of implementing the recommended reform measures, and that the Agricultural Universities have already adopted the semester or trimester system of examination.

Recommendation (S. No. 7, Paras Nos. 4.24, 4.25 and 4.26)

The system of evaluation of the performance of the students should be such as would emphasise mere cramming faculties and induce the students to pursue his education with interest, understanding and comprehension.

The Committee welcome the steps taken to introduce the system of internal assessment, semester examination and question banks to replace the present system of examination

The Committee would however like Government to ensure that the internal assessment system is so designed as to win the confidence of the students and the willing cooperation of the teachers. Adequate safeguards should however, be provided to ensure that the system is fair and unbiased and untainted by favouritism, nepotism, etc.

Recommendation (S. No. 101 Para No. 6.33)

"It has been generally recognised that some of the contributory factors for student unrest are the deterioration in academic standards, lack of relevance of the present system of education to the needs of society, the present examination system, lack of sound teaching and good teacher student relations. Government have stated that steps for improving academic standards, reorientation of education system and restructuring of courses constitute a part of the University Grants Commission's programmes in the Fifth Plan. The Committee have dealt with these aspects in the earlier chapters of the Report. The Committee need hardly emphasise the crucial importance of these measures being implemented early."

Reply of Government

The Government attaches high priority to speedy implementation of the examination reforms and eradication of the malpractices inherent in the old system. The Committee has already noted in paras 4.18 and 4.19 and has welcomed in para 4.25 the various concrete steps taken towards examination reforms. The Government and the University Grants Commission are already alive to the suggestions made by the Committee in para 4.26. The University Grants Commission had sponsored four zonal workshops to discuss extensively the various aspects of the proposed reforms like Internal Assessment, Question Banks and Grading System. Eminent educationists of the country deliberated on the proposed reforms to evolve a system which is fair, unbiased and capable of proper evaluation of performance of examinees. The Commission has brought out a brochure entitled 'Recommendations of Zonal Workshops on Examination Reforms' for guidance of the universities. Copies of this brochure have also been placed in the Parliament Library. In order to keep a close watch on the progress of the scheme of examination reform in the universities and to review, in depth, the position from time to time with a view to taking timely remedial action, an Implementation Committee has been set up in the University Grants Commission.

It is hoped that implementation of examination reforms will help considerably in putting the examinations in proper perspective and

in eliminating, to a considerable extent, the use of unfair means, and thereby improving the merit value of the examination results.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No.69, Para Nos. 4.21 & 4.22)

There is an impression that the present system of examination does not promote the real objectives of education. It does not serve the essential purpose of testing the creative thinking and comprehension of the subject matter by the student.

The main object of the students under the present system of examination is to pass the examination some-how, obtain a good division so as to be able to secure employment, without caring to imbibe the real content of education. This system has resulted in the evil of last minute preparations and cramming by the students, mass copying, threat to examiners etc. All this underlines the need for bringing about a meaningful reform of the examination system. Since education is a continuous process, the testing of a student should also be continuous, based on a qualitative analysis of his performance throughout the year. It is also necessary that the student is kept active throughout, by introducing the system of periodical test, tutorial exercises etc. which would make it necessary for the students to study regularly.

Recommendation (S. No. 72, Para No. 4.27)

Under this system, the teacher plays a vital role in shaping the student, developing his character and watching his dav todev progress with care and paternal interest. This system requires dedication of a high order on the part of the teachers who have to keep alert and abreast in their fields. Since the success of this system depends on the teachers, the Committee would like Government to take prompt steps for re-orientation and training of the teachers.

Reply of Government

Government are in agreement with the views of the Estimates Committee about need for examination reform. Safeguards regarding confidence of the students and measures to enlist the cooperation of teachers are already envisaged in the brochure Examination Reform —A Plan of Action, circulated by the University Grants Commission for guidance of the universities. It may be indicated that internal assessment has been accepted as an important step towards integra-

tion of teaching, learning and examination. With a view to involving teacher, administrators and students in examination reform, the Commission convened 4 Zonal workshops between July—November 1974 at Madurai, Ahmedabad, Chandigarh and Bhubaneshwar. These workshops, while endorsing the UGC's scheme of examination reform have also accepted the philosophy outlined in the brochure. Four Regional Conferences have also been organised on Grading.

NCERT's approach paper on Ten-year curriculum has taken note of the views expressed by the Committee and has recommended a unit-wise organisation of the courses of studies so that an evaluation of each unit will keep the student active throughout the year. The approach paper also recommends a semester system.

The vital role of the teacher in shaping the student developing his character and watching his day to day progress with care and paternal interest has always been emphasised in the training programmes conducted for preparing teachers to undertake internal assessment objectively and with all fairness to the student. In other Programmes of the National Council for Educational Research and Training such as Development of Curriculum, Text books, Instructional Materials, the vital role of the teacher in the total education process is always emphasised. Every effort is made to motivate teachers so that they may take adequate interest in the progress of their wards and work with dedication.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 1-4-76].

Recommendation (S. No. 70, Para 4.23)

The Committee desire that the tutorial system should be implemented in letter and spirit and genuine academic difficulties of the students should be resolved without delay. Banks of text books and other relevant books should be set up to enable students to borrow costly books and Centres for study for non-resident students should be set up in the colleges and universities.

The Committee consider that more emphasis should be laid on consolidation rather than expansion of the education system and evaluation of the performance of students should be built on sound lines.

Reply of the Government

It has not been possible for the University Grants Commission to assist the universities and colleges for tutorial system, partly because this would require recruitment of additional teachers and there are not enough funds for the purpose, and also partly because there is not much demand for it.

The Commission is already implementing the scheme of Book Banks in colleges. The programme of study centres also helps the students in gaining access to reference and other books kept in these centres during their leisure hours. The Commission has decided to continue and strengthen these programmes.

Consolidation and quality improvement, along with extension of facilities to first generation learners, are the main factors on the basis of which the schemes of universities/colleges for development during the Fifth Five Year Plan are being examined by the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 26-2-76]

Recommendation (S. No. 74, Para 5.17)

The Committee feel that the idea of work experience at all levels of school education is both necessary and desirable in Indian conditions. The emphasis on work experience should be such as would make the student a more useful member of the family and the community after completion of his education. In a country like ours where 80 per cent of the people live in the rural areas, it is but appropriate that there should be pronounced emphasis on work experience which should include working in agricultural farms or in subsidiary occupations such as animal husbandry, dairy, farming, poultry and subsidiary vocations like food processing and other agro-based industries. The Committee would like Government to make concerted efforts so that the vision of Mahatma Gandhi who first conceived the relevance of providing work experience to school children, is at least realised in the Fifth Plan period.

Reply of the Government

Noted and accepted.

Efforts are being made by the State Governments with the assistance of NCERT to introduce Work Experience. About 750 teachers were trained by NCERT and the Technical Teacher Training Institute, Madras during the summer vacation. Suitable linkages are also being established with C.S.I.R., I.I.T.Ts.; National laboratories, Public Sector Undertakings etc.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Recommendation (S. No. 75, Para 5.18)

The Committee would urge that close coordination should be maintained in this behalf with the state authorities who are responsible for school education and suitable assistance be given to them in the implementation of this scheme. The Committee need hardly emphasise that there should be continuous effort to improve the quality of work experience to sustain the enthusiasm of the students as also to see that the underlying objective is fulfilled in actual practice.

Reply of Government

Noted and accepted.

Efforts are being made by the State Governments with the assistance of NCERT to introduce Work Experience. About 750 teachers were trained by NCERT and the Technical Teacher Training Institute, Madras during the summer vacation. Suitable linkages are also being established with C.S.I.R., I.I.Ts., National laboratories, Public Sector Undertakings etc.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Additional information sought

The actual progress made in introducing Work Experience in the schools. (L.S.S. O.M. No. 5|6|EC|75 dated 19-2-77).

Reply of Government

Though the work experience is a compulsory area of the curriculum of Ten Year School for classes I to X, due to the flexible nature of this programme, no syllabus is necessary for it. Ideas for implementing this aspect of education will be available through separate books. It has been recommended that 25 per cent of the total time of the school hours should be given to work experience and arts in classes I and II and 20 per cent in classes III to V. In classes VI to X, 5 periods a week out of 48 periods may be given to work experience alone. It is envisaged that every teacher will take part in the implementation of this programme. Therefore, no separate teachers may be necessary.

2. No position study in work experience has been undertaken so far. However, from the general impression gathered from the visits to the states, it can be said that it is being gradually introduced at the primary stage. In Kendriya Vidyalayas and some urban schools,

kitchen gardening, creative crafts, maintenance work and production work are being carried out. Three to five periods per week are provided for this work.

3. In States which have introduced the Ten Year Schools curriculum, work experience is compulsory in classes IX and X. The ativities include agriculture trades, crafts, commercial arts, running of cooperative societies, etc. The students are expected to earn some return in cash or kind from this activity. The State of Rajasthan has a programme of "Earn while you learn". But it is not a universal programme. The State of Maharashtra has included clusters of occupation for work experience and the students have to select one activity from each cluster. The State of West Bengal has prescribed completion of two projects which have to be got approved before hand. The State of Assam has emphasised on cooperation. The State of Kerala has prescribed cleanliness, beautification, agriculture, crafts, making of school equipments and teaching aids. In Haryana effective liaison between the schools and the industrial and commercial concerns for the implementation of the work experience and vocational programmes has been achieved. The industrialists in Haryana have generally agreed to (a) adopt schools located near their industries; (b) establish small workshops in the schools adopted by them; (c) permit the students of the adopted schools to visit the factories as well as to give specific training to the teachers; (d) provide useful scrap material to establish scrap banks located centrally for free distribution of scrap material to the school; and (e) allow trained students from the adopted schools to work in their factories on daily wages basis after proper basis trade tests and to employ them finally on regular basis as the vacancies occur. Most of the States are going ahead with the introduction of the scheme as per their local conditions.

4. The State Governments were addressed by the Education Minister on 10|12th November, 1975. The Kendriya Vidyalaya Sangathan has also framed a scheme on work experience. Linking up the National Savings movement with work experience programme in schools have been stressed by the Government of India.

5. The NCERT has not prepared a detailed syllabus on Work Experience since this will vary from place to place depending on school, community and its resources. The NCERT has, however, prepared guidelines for the organisation of Work Experience in the Secondary Schools. The matter is in the Press and will be published shortly.

[Ministry of Education & Social Welfare (Department of Education O.M. No. G. 25013/1/75-I.F. 4 dated 22-4-77]

Recommendation (S. No. 77, Para 5.20)

It is important that the Survey for vocational opportunities is carried out most carefully according to well laid down guidelines. The Committee suggest that the scheme should be tried out on pilot basis before it is extended to all districts. The Committee also stress the need for working out details of the curricula, the text-books and other facilities required for introducing this scheme as also the institutions the number of students to be taken etc. so as to achieve the best results.

Reply of the Government

Noted and accepted.

The scheme itself is meant to be an experimental scheme. On the basis of the experience gained by this scheme, the State Governments will formulate their own schemes for implementation in their respective States.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Recommendation (S. No. 78, Para 5.21)

The Committee note that Government are making a provision for transfer of credits from vocational courses to university preparatory courses and *vice versa*.

The Committee consider that such a flexibility of approach is most essential in the formative years so that the students join this scheme with confidence.

Reply of the Government

Noted and accepted.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Recommendation (S. No. 79, Para 5.22)

The Committee stress that in the formative years close watch should be kept by the authorities both at the Centre and at the State level so that the scheme of vocational training is implemented on the right lines and achieve the objective of imparting skills to post-matric students improve their employment potential.

Reply of the Government

Noted and accepted.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Recommendation (S. No. 35, Paras 5.30 & 5.40)

The Committee note that in order to accelerate the pace of development in educationally backward regions for under privileged sections of society in predominantly rural areas, the University Grants Commission is at present with the help of an Expert Committee working out details of courses of study at the first degree level suited to rural environment. The Committee hope that the courses of study will be finalised at an early date.

The Committee recommend that priority should be given for working out the courses of study suited to rural environment and for their early introduction.

Reply of the Government

Please see comments under recommendation No. 66.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 26-2-76]

Recommendation (S. No. 89, Paras 5.66, 5.67, 5.68)

The Committee are concerned to note that no serious effort has been made even to establish an indirect link by relating the output of the educational system closely with manpower needs or job opportunities in spite of the existence of the organisations connected with manpower planning, namely, the Employment and Manpower Planning Division and the Institute of Applied Manpower Research. It is imperative that the admissions to education courses, especially courses in technical education, should be related to the long term projections of the employment opportunities of manpower needs. The Committee regret to note that till now no appropriate assessment of manpower needs is available and largely the market mechanism seems to be operating and determining the demand for seats in institutions of higher learning.

The Committee do not agree that the economic level of the country has not suffered so far on account of the inadequacy of trained manpower. The Committee feel that one of the reasons for the slow rate of economic development is the failure to identify in advance the manpower requirements of these sectors of activity which be easily developed with the help of trained and skilled manpower.

The Committee note that Government propose to undertake as soon as the Fifth Five Year Plan is finalised and a clear picture of the perspective of the Sixth Plan is available, an estimate of the

manpower requirements for technical personnel. Since the education and training of technical and professional personnel take considerably long time, the Committee would like the Government to take early decision in the matter as it is of crucial importance to take up manpower planning well in advance of the formulation of detailed plans and programmes of economic development. The Committee are of the view that the organisatio ncharged with manpower planning should have the expertise to formulate manpower policy in keeping with the goals of economic development.

Reply of the Government

The Planning Commission and the Institute of Applied Manpower Research working under its administrative control have been continuously assessing the manpower needs of the economy and examining the supply position of manpower based on the annual out turn from the training institutions. One of the thrust of the Plan is on establishing close links between the pattern of education on the one hand and the needs of development and employment market on the other. In the areas of certain categories of technical manpower as the draft Fifth Plan points out, greater care has to be exercised to match the estimated requirements and the availability as closely as possible because the development of these categories requires substantial degree of social and financial investment and involves a long gestation period.

On the eve of the Fourth Five Year Plan a sub-group on manpower was set up by the Planning Commission to examine the requirements of manpower for the Fourth Plan. Again in connection with the formulation of the Fifth Five Year Plan a Steering group on Employment and Manpower was constituted in 1972 to examine the manpower requirements for the economy for the Fifth Plan period and identify sectorwise manpower problems that are likely to occur. In their report both the sub-group and the Steering Group have examined the demand, supply, utilisation and other aspects of technical manpower particularly in the engineering, teaching, agricultural, medical and scientific categories. The latter group took up for the first time various issues relating to development, supply and utilisation of managerial manpower. Anticipating surplus in respect of engineers, agricultural graduates and trained teachers the Steering Group has suggested periodical review of engineering education facilities, conversion of sub-standard agricultural colleges into farmers' training centres, linking supply and requirements of agricultural manpower at the State level and utilisation of Teacher Training Institutions for inservice training (where discernible surplus is emerging).

The Institute of Applied Manpower Research (IAMR) has undertaken a number of studies since its foundation on various aspects of technical personnel like engineers, doctors, para-medical personnel and agricultural graduates. It has also tried to develop scientific methodologies for forecasting demand and supply of technical manpower. Apart from assessing the stock and requirements of technical manpower, it has also reviewed the educational and training facilities for technical manpower. IAMR is now closely associated with the Third All India Educational Survey particularly in respect of technical and vocational education.

The country is now having a sufficiently broadbased institutional set up to produce trained technical personnel in adequate number in almost all the main fields. The major emphasis of the manpower planning has now shifted from the development of technical manpower to its utilisation, coordination between provisions of education and training facilities and specific requirements of the economy and productive employment of technical manpower. Surplus of qualified and educated persons like engineers, agricultural graduates and trained teachers arose even at the beginning of the Fourth Plan. The employment situation continued to be difficult during the Fourth Plan period despite various measures adopted to tackle it as the investment during the Fourth Plan period did not generate, for variety of reasons, the same degree of development as was anticipated. So the slow rate of growth of economy could be attributed more to the shortages of raw material, power, drought and a few other problems rather than to shortages of technical manpower.

The Planning Commission endorses the committee's views that manpower requirements may be estimated well in advance. This has also been stressed by the Steering Group on Employment and Manpower. These long range projections are particularly important for certain categories of technical manpower in the supply of which there is long gestation period. It is, however, note-worthy that the long-term forecast is generally subject to wide margin of uncertainty on account of various uncontrolled factors. It is, therefore, necessary to keep a close watch on the changing social and economic factors obtaining in the country with a view to constantly modifying these long-term estimates on a realistic basis. With this end in view, the Planning Commission has been urging the States and Union Territories to strengthen their Employment & Manpower Cells and has provided financial assistance therefor so that necessary expertise is built up for work relating to manpower planning on the above lines.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Recommendation (S. No. 90, Para No. 5.69)

The Committee are greatly concerned that Government have not been able to identify in detail the manpower belonging to different disciplines and levels of skills which is required for successful implementation of the plan programmes. While some effort has been made in the case of identifying requirements of engineers, doctors, scientists etc., no such detailed analysis is available in respect of supporting manpower with intermediate and lower skills. Similarly detailed analysis of manpower for business management, accountancy, legal work and in general subjects covered by humanities has not been carried out. The Committee consider that with too high-powered institutions like the institute of Applied Manpower Research and the Employment and Manpower Planning Division in the Planning Commission and the Planning Departments in the States, with cells in the districts, it should not be an insuperable job to work out the detailed requirements of manpower of different disciplines. This has become all the more necessary with the proposed introduction of 10 plus 2 plus 3 system of education which has the avowed objective diverting 50 per cent post-matric students to vocational institutions. The Committee need hardly point out that unless the manpower requirements are determined in sufficient detail, the planning of vocational courses cannot be done on realistic lines. The Committee would like the Planning Commission and Government to realise the urgency of the problem and have these requirements worked out in sufficient detail within the next one or two years so that realiable data are available for deciding the pattern of vocational training as well as courses of education in the universities.

Reply of the Government

The Steering Group on Employment and Manpower referred to above has given due attention to identifying the needs of some of the supporting manpower with intermediate and lower levels of skills. The Working Groups on Manpower set up by the Steering Group on medical & engineering personnel examined the demands of craftsmen, para-medical personnel like nurses, ANMS and Pharmacists. The Institute of Applied Manpower Research has also recently undertaken a study on the requirements of that commercial manpower during the Fifth Five Year Plan that includes all workers in white collar occupations, like clerks and equivalent workers like book keepers and cashiers, agents and salesman etc... Estimation of requirements of professional managers is however be set with difficulties relating to

concept and definition, diverse specialisation of managers at various levels and lack of data on the stock and the utilisation of professional managers.

With a view to work out detailed requirements of manpower in different disciplines, the State Governments were requested to set up Steering Groups/Task Forces/Working Groups on Manpower analogous to those set up at the Centre. Several of the State Governments accordingly constituted Steering Groups|Working Groups to deal with manpower planning in different disciplines.

During the course of Annual Plan discussions it is stressed upon the States and Union Territories to assess the employment likely to be generated skill-wise in all the sectors based on annual and Fifth Five Year Plan programmes, to make suitable arrangements in the sectoral programmes for constantly reviewing te actual employment generated and also to keep a vigil on the manpower supplies.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013|1|75-I.F.4 dated 22-11-75].

Additional information sought

Please intimate the result of the efforts made to assess manpower requirements in different disciplines.

(L.S.S. O.M. No. 5|6|EC|75 dated 30-4-76)

Reply of the Government

With reference to the observation of the Estimates Committee in Recommendation No. 90 that the government have not been able to identify in detail the manpower belonging to different disciplines and levels of skills, it is mentioned that efforts have been made to identify the manpower requirements in the various disciplines. In fact, in connection with the formulation of the Fifth Five Year Plan, the Planning Commission had set up a Steering Group on Employment and Manpower to go, *inter alia*, into the question of identifying in detail the manpower requirements for the implementation of the Fifth Five Year Plan, particularly in key disciplines. This Steering Group was assisted by six Working Groups on agricultural, engineering, medical, teaching, scientific and managerial manpower which did useful work in, *inter alia*, idetifying the requirements of some of these personnel. Some of these requirements are indicated in the annexure.

The Steering Group had also examined the requirements of paramedical personnel like nurses, auxiliary nurse, midwives, lady health

visitors and pharmacists, so that even some of the lower skill categories were also taken care of. The requirements of these personnel are also indicated in the annexure referred to. However, estimation of supporting manpower at the global level is beset with intricate problems like the lack of data, restricted mobility, demand at the area level or in particular sector and large number of user agencies, etc.

2. The work relating to manpower planning, being of a complex, inter-disciplinary nature, is not confined to one organisation at the national level. The Ministries/organisations in the Centre and State Governments are involved in it. The Planning Commission has necessarily to perform the manpower planning work in close coordination and consultation with Central Ministries and State Governments. In the process, the Commission has assisted the State Governments to set up Employment and Manpower Planning Units in their Planning Departments. Most of the Units are in the process of organising their work. It may also be mentioned here that the Steering Group on Employment and Manpower in its Report observed that manpower issues could not be dealt with on a uniform basis at the national level. It indicated that an increasing responsibility had to devolve on States as they were in a better position to discern the symptoms of imbalances in manpower situation as vital decisions in the field of education, industrial and craftsman training, agriculture and health lay with them.

3. A reference has been made in Recommendation No. 90 to the Institute of Applied Manpower Research. This institute is primarily concerned with applied manpower research, consultancy and training activities. The institute has a large number of research projects on hand.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. 25013/1/75-IE.4 dated 30-7-76]

Recommendation (S. No. 94, Para 5.80)

As regards entrepreneurs shying away from less developed areas, the Committee have in para 2.22 of their Sixty-Ninth Report on the Development of Backward areas recommended accelerated development of infrastructural facilities to be taken up in the back-ward areas in the country. The Committee feel that the suggestions in the Sixty-Ninth Report should be implemented as early as possible so that entrepreneurs will be encouraged to start industries and generate employment opportunities in those areas.

Reply of the Government

The emphasis laid by the Estimates Committee on the significance of infrastructural facilities for backward areas development is unexceptional. The Planning Commission have impressed upon the State Governments from time to time to give adequate attention to the development of these facilities in the backward areas. Under the National Programme of Minimum Needs, initiated in the Fifth Five Year Plan, specific schemes for the development of rural roads and power have been included. The norm for providing rural roads envisages linking of villages with population of 1500 or more with a village road. In the hilly, coastal and tribal areas where the population is relatively more dispersed, the norm is to link the cluster of villages having a population of 1500 or more with the main road. The priority in the allocation of resources under the rural roads programme will be given to the hilly, coastal and tribal areas. In these areas, as a matter of first priority, it is proposed to link market centres and growth points with main district roads.

In the scheme of rural electrification included under the National Programme of Minimum Needs, the objective is to ensure that by the end of the Fifth Plan, 30 to 40 per cent of the rural population would be covered by this facility. In determining the coverage of the scheme, this norm is proposed to be relaxed in the case of States having tribal pockets which have been left behind even when their coverage has already reached the level of 30-40 per cent population. In the allocation of funds for the Rural Electrification Schemes under the National Programme of Minimum Needs, priority would be given to those areas which are relatively more backward. In locating these facilities priority will be given to places where educational health and communication facilities are provided and which are likely to become focal points for the development of marketing and economic activity.

The strategy for industrial development, as stated in the Draft Fifth Five Year Plan, is through the integrated planning and development of infrastructure such as roads, water supply, power, etc. in selected growth centres located in the backward areas and provision of a package of financial marketing and other services to potential entrepreneurs for setting up new units in the backward areas.

The Ministry of Industry and Civil Supplies has initiated for the setting up of a Backward Area Industrial Development Corporation of the Central Level.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 97, Para 5.90)

The Committee would also like the Government to undertake a detailed study of the various industrial projects to evolve an appropriate technology mix so as to achive the maximum substitution of capital by labour.

Reply of the Government

The draft Fifth Plan has assigned an important role to production on the decentralised basis through the further development of small scale industries. Except in circumstances where technological considerations limit the choice to capital intensive techniques, the draft Fifth Plan envisages that expansion of production will be achieved substantially through employment intensive methods. In addition to 177 industries, the future development of which has been exclusively reserved for growth in the small scale sector, an intensive programme for the development of ancillary industries, as feeder industries to large scale units, is envisaged. With a view to evolve an appropriate technology, a special Cell in the Ministry of Industry & Civil Supplies has already initiated studies in respect of a number of industries.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 98, Paras 5.91 and 5.92)

The Committee would like to point out that there are a large number of traditional industries which not only provide employment to the local people but have also earned a name for their products, not only in the domestic market but even in the international market. It is, however, a matter of concern that the traditional industries are not making headway in the face of competition by organised big industry. It needs hardly be emphasised that the traditional sector is vital for generating employment opporunities. The Committee note that the traditional industries can be helped to hold their own provided marketing facilities were organised and the skills of the trade upgraded by suitable training.

The Committee consider that Government should pay special attention to the need for providing training and financial support to craftsmen as they can play a very useful role in the development of rural and semi-urban areas. In fact in drawing up, plans for development of districts, it should be ensured that the provision of re-

quisite facilities for training, finance for the craftsmen are not overlooked.

Reply of the Government

Some of the more important measures taken by the Government since 1971 for the development of traditional small industries and for assisting artisans and craftsmen in the rural and semi-urban areas, are briefly referred to below:—

(i) The problems of the handloom industry have been reviewed by a High-powered Study Team which has made a number of recommendations, particularly for facilitating the handloom weavers to get increasingly larger credit from the financial institutions and for fuller utilisation of their capacity. The recommendations are now under consideration.

(ii) For the development of sericulture, the Karnataka for production of bi-voltine mulberry silk, based substantially on institutional credit. Most of the other silk-producing States have also initiated schemes for increasing the production.

(iii) Steps have been initiated for restructuring of the existing potentially viable cooperative societies in Kerala State to enable them to obtain institutional credit so that production as well as employment could be expanded.

(iv) The coverage of the project area under the Centrally-sponsored Scheme of Rural Industries Projects has been extended to the entire districts (excluding towns with a population of more than 15,000 persons) and the number of these Projects has also been increased from 54 to 111.

(v) Arrangements are being made to assist artisans engaged in the village industries which fall within the purview of the Khadi & Village Industries Commission to obtain progressively their requirements of working capital from financial institutions. Steps are also being taken for co-ordination of the programmes of these industries with the Centrally-sponsored Scheme of the Rural Industries Projects referred to earlier.

(vi) In order to increase the production and exports of wollen carpets, steps have already been initiated for training of weavers.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (S. No. 99, Paras Nos. 6.30, 6.31)

Student unrest is not an ailment in itself but is only a symptom of several shortcomings prevailing in the larger body politic which is influenced by the existing social, economic, educational and political system. The committee note that the causes of student unrest have been examined by several authorities and committees over the years and that their recommendations have been communicated to the State Government/Universities for consideration and implementation and that it is primarily for the State Governments and Universities to devise and implement affective programmes to minimise student unrest. The Committee note that the Central Advisory Board of Education has also set up a committee to study the question of Student Unrest and suggest ways and means to enable the students to take full advantage of the educational opporunities and equip themselves to play their proper role in building the new nation.

The committee consider that the fundamental problem with regard to student unrest is to prevent a feeling of alienation among the students and promote integrated socialization of the student community so that the student does not remain a social outsider. The Committee, therefore, recommend that early action should be taken by all Universities to provide effective participation of students in various activities of University the scope of which could be expanded in the light of experience.

Recommendation (S. No. 100, Para No. 6.32)

The Committee consider that the problem of student unrest should be viewed in correct perspective. As against a few cases of unrest in certain institutions/universities, there are a large number of such institutions/universities where education is proceeding without interruption.

Reply of the Government

The Government have underlined the need for improving the quality of education at all levels and linked the educational system with the needs of development. According to the Draft Fifth Plan document, the thrust of the Fifth Plan is in four main directions; (i) ensuring quality of educational opporunities as part of the overall plan of ensuring social justice; (ii) establishing closer links between the pattern of education on the one hand and the needs of development and the employment market on the other; (iii) improvement of the quality of education imparted; and (iv) involvement of the

academic community, including students in the tasks of social and economic development.

The Gajendragadkar Committee on the Governance of Universities recommended, *inter alia* on students participation in governance of Universities. In pursuance of the recommendations made by the Committee steps have been taken to provide for students' participation in the management of some of the Central Universities. There is also similar provision in the case of some of the State Universities.

The Central Advisory Board of Education Committee on student unrest has submitted its report, which is likely to be discussed in the next meeting of the Standing Committee of the Board. The main recommendations of the Committee include improvement of standards, establishment of a proper relationship between teachers and students, giving students adequate opporunity for participation, developing student unions on the right lines and strengthening University administration. The Committee has also suggested that students should be involved in meaningful programmes of national development and their services enlisted to fight the forces of communalism, casteism, regionalism and linguism. 'Education' being a State subject, necessary steps in regard to State Universities are to be taken by the respective State Governments after taking into consideration the recommendations of the Gajendragadkar Committee and decisions of Central Advisory Board of Education and its Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 102, Para 6.34)

The Committee consider that concerted efforts should be made to involve the students in serious pursuit of studies and intellectual attainment throughout their college career. They should also be helped to develop their personalities and skills. A systematic study of the factors that make a student dissipate his time and energy should be undertaken and remedial action taken to ensure that the student is able to attain his full stature as a responsible member of society.

Reply of the Government

The Government agree that students should be enabled to pursue studies throughout their student career. This matter has been studied by several committees and scholars. As a result of emphasis laid in the current academic session to alleviation of the

genuine grievances of students and exclusion of undersirable elements from the Universities/Colleges the situation in almost all Universities/Colleges is conducive for pursuit of serious studies by the students.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 26-2-76].

Recommendation (S. No. 103, Para 6.35)

"The Committee cannot over-emphasise the imperative need to create proper climate in academic institutions by providing and improving students amenities, such as student homes, non-resident student centres, day-study centres, book-banks, health centres and facilities in hostels to the maximum extent possible. Concerted measures should also be taken to secure affective and meaningful participation of students in the management of hostels, study centres etc."

Reply of the Government

Government agree with the suggestions made by the Estimates Committee. A number of steps have already been taken by the University Grants Commission in this direction. The Working Group set up by the University Grants Commission to review the students' welfare programmes is considering further measures to be taken in this direction. The Government are in agreement with the observations of the Committee about effective and meaningful participation of students in the management of hostels, study centres etc. Students are already participating in the management of messes in the hostels in most of the universities/colleges. Generally speaking they are also associated with the committees set up by the Universities|Colleges to look after students welfare.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 26-2-76].

Recommendation (S. No. 104, Para 6.36)

"The Committee recommend that co-curricular activities within the college campus should be expanded and diversified to provide an outlet for the exuberant energies of the youth. The scope for activities such as dramatics, musical evenings, inter-class debates or elocution competitions on a more frequent basis, student-teachers get-together in the cultural programmes, indoor-sports and games, youth festivals, art

competitions, mock parliaments etc., should be increased to draw out the aesthetic and emotional potential of the student and allow it to have full play. Students should be encouraged to participate extensively in sports activities and also to develop interest in activities such as hiking, mountaineering, swimming, rowing, gardening etc. etc. The Committee consider that the provision and improvement of such facilities at colleges will go a long way not only in improving the health, morals, creativity, and team-spirit etc., of the student but also act as a safeguard against disruptive tendencies."

Reply of the Government

The Government are in agreement with the observations of the Committee and due importance is being given to these activities within the constraints of financial resources.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 105, Para 6.37)

"The Committee consider that if the authorities are serious about youth welfare, they have to open meaningful channels of communication with the youth and understand their feelings, apprehensions and aspirations sympathetically. Students represent the future of the country and no efforts should be spared to understand and settle their genuine problem and grievances."

Reply of the Government

The recommendation has been noted. The Government as well as the University Grants Commission have emphasised from time to time the need to alleviate the genuine grievances of the students. The Commission has appointed a Committee to go into this matter in details. The Vice-Chancellor's Conference held on September 30 to October 1, 1975, also discussed this subject at length and supported the steps being taken by the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Further information sought

The recommendation of the Committee appointed to go into the question of grievances of students and the action taken thereon.

[L.S.S. O.M. No. 5|6|EC|75 dated 19-2-77].

Reply of Government

At its meeting held on 31st January, 1977, the University Grants Commission considered the recommendations made by the Working Group on student welfare programmes. The Commission generally endorsed the recommendations of the Working Group and agreed as follows:

(a) *Canteens*

Assistance be provided for establishment/improvement of canteens in colleges and it may be treated as one of the schemes for assistance under the Rupees five lakhs scheme.

(b) *Improvement of Hostels*

Assistance may be provided to the universities and colleges for improvement of living conditions in hostels, *e.g.*, sanitary facilities, proper dining halls etc. The Commission's assistance which will be outside fifth plan allocation may be provided on 75:25 sharing basis.

(c) *Students Aid Fund*

Assistance to universities and colleges for Students Aid Fund may be twice the amount collected by the institution subject to the limits indicated below w.e.f. 1-7-1977:

A—*Universities*

Direct enrolment below 500	. Rs. 25,000
Direct enrolment of 5000 and above	. Rs. 50,000

B—*Colleges*

Ceilings of assistance to colleges under the Students Aid Fund Scheme from 1-7-1977

Enrolment	Amount in Rupees
250 or below	1,500
between 251—500	2,000
between 501—750	3,500
between 751—1000	4,500
between 1001—1250	5,500
between 1251—1500	6,500
between 1501—2000	7,500
between 2001—2500	8,500
2501 and above	10,000

(d) *Study Centres*

The scheme for study Centres be continued in V Plan and assistance be provided to the Study Centres on the following basis:

		Existing Study Centres	New Study Centres
(*i*) *Non-Recurring*			
Books		Rs. 20,000	Rs. 30,000
Stacks & furniture			Rs. 15,000
(*ii*) *Recurring*			
(per annum with the end of the V Plan)			
(i) Staff	Rs. 5,000	..	Rs. 15,000
(ii) Contingencies including electricity chages etc.	Rs. 1,500 (additional)		Rs. 4,500

(e) *Sports*

The main objective of promoting games and sports and physical education in the universities and colleges should be to enable the participation by as large a number of students as possible.

Assistance may be provided to the Universities and colleges for gymnasium and improvement of play fields out of the funds of the UGC on same sharing basis as given earlier with the help of specific funds made available by the Government of India. In this connection, it was noted that the estimated cost of the construction of gymnasium will have to be reviewed in the light of the present costs of construction.

In this connection, it was agreed that the type of facilities that may be provided in the gymnasium to include some indoor games may be further examined.

The Commission desired that adequate safeguard should be provided while sanctioning grants for buildings to the universities to ensure that the State Governments would make provision of adequate funds for the maintenance of these buildings. Normally, the provision for this should be on the same basis as provided by the Government for their own buildings.

The Commission has accordingly brought these programmes to the notice of all the Universities.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 30-4-77]

Recommendation (S. No. 106, Para 6.38)

The Committee note that the recommendations made in the Report of the Committee on Governance of Universities and Colleges (Gajendragadkar Committee, 1971), in regard to student participation in University affairs, have generally been accepted by the University Grants Commission and the Universities have already been informed accordingly. In so far as Central Universities are concerned, steps have been taken by the universities for such participation. Some of the State Governments have already taken this into consideration while amending their legislative proposals. It is expected that such participation will give the student community a feeling of identification and commitment to their college or university and the academic life it offers them and would help to bring out their most constructive impulses in the task of management of their academic lives. The authorities would do well to keep a close watch on the working of this scheme wherever it is being tried so as to effect necessary improvements on the basis of its actual working.

Reply of Government

The Government are in agreement with the observations made by the Committee and the University Grants Commission would be required to periodically evaluate the working of students' participation in various university affairs.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76].

Recommendation (S. No. 107, Para 6.39)

"The Committee consider that a true and lasting solution of the problem of student unrest will be to establish human contact between the student community and the teachers and to give them meaningful opportunities to express themselves regarding academic and other problems. The relationship should be such that both share the joy of the pursuit of learning. The emphasis should be on a spirit of comradeship between the teachers and students, based on mutual affection and esteem. The Committee need hardly emphasise that the teachers should keep themselves abreast of the current developments in knowledge in their special field of teaching so as to enable the students to reach peaks of excellence in different disciplines."

Reply of Government

The Government are in agreement with the observations of the Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76].

Recommendation (S. No. 108, Para 6.40)

The Committee consider that much of the pollution of atmosphere in some colleges and universities can be traced to the activities or wrong elements among the teachers and the students and the influence of political parties, who try to exploit the situation for selfish ends. It is, therefore desirable that political parties consider the feasibility of evolving a code of conduct among themselves to avoid stringent interference in the academic affairs of the educational institutions.

Reply of Government

The Government are in agreement with the observations of the Committee. Education Minister has made an appeal to this effect in the Parliament on numerous occasions.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76].

Recommendation (S. No. 109, Para 6.41)

The Committee understand that the students union in many cases have taken the form of a trade union adopting a militant approach whereas their functions are to provide a forum for intelligent and constructive discussions in the interest of student's welfare. It has been suggested to the Committee that the system of election of office bearers to the union should be devised as to exclude professional students with a record of repeated failures, from competing for election as office bearers.

Reply of Government

The Committee on Governance of Universities has recommended that "no student who passed the high school examination more than eight years earlier, or a Pre-University or equivalent examination more than seven years earlier, or, who has taken more than one year in excess of the period prescribed for the course of which he is the student, would be eligible to be a member of an authority

or hold any office". The Government have accepted this recommendation of that Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76].

Recommendation (S. No. 111, Para 6.43)

The Committee agree that student unrest is not an isolated problem. It is a social, sociological, emotional and political problem. The Committee consider that the essential aspect of the problem is to understand the student, his needs, fears and aspirations and to take the utmost pains to relieve his mind of the anxieties which trigger off a conflict. Another aspect is for the adults themselves in any position of authority to undertake a self analysis to find out the extent of erosion of moral and spiritual values in their own lives and the resultant dissatisfaction, frustration and bewilderment in the sensitive minds of the young people who look to them for guidance. The students oscillate between their inherent idealistic urges and the unsavoury realities of the society to which they have to reconcile themselves. It is, therefore, essential that leaders of society set a high example of devotion to duty and adherence to certain fundamental values and principles, honesty, sincerity and fair mindedness. It is to be understood that even the failure to apprehend the problem of students in time and take suitable remedial measures before trouble escalates into violence is a dereliction of responsibilities and should be suitably dealt with. Authority should learn to listen to the urges of youth and devise effective remedies. The Youth who agitate should also reflect about their obligations to society and eschew violence in any form and take recourse to democratic processes of discussion to arrive at practical mutual solutions.

Recommendation (S. No. 112, Para 6.44)

The Committee consider that the overriding consideration in a college campus should be pursuit of knowledge and the cultivation of the graces of life. The key note of an activity should be a conscious adherence to discipline and a self imposed restraint with the dominating consideration of expanding the dimensions of the mind and responding to the forces of understanding, reason and humanity, so as to perfect the man and the method. It need hardly be stated that in such a case at the moment of trial all the rich qualities which form the heritage of society and the acquired skills are brought into play in an almost intutive manner. In the eloquent words of

the Education Commission, "the destiny of India is being shaped in her class rooms". The Committee consider that to this end all activities should be directed."

Recommendation (S. No. 113, Para 6.45)

The Committee feel that one of the reasons for student unrest is the comparatively cloistered existence of the universities. The Committee consider that the universities should no longer function as reserved enclaves of knowledge but should be enabled to be brought into the mainstream of social life, by participating in constructive nation building activities, taking up problems of community for solution, establishing, rapport with the people in their environment and neighbourhoods, carrying out literacy programmes. organising researches of benefit to the community, organising parent teacher and student programmes etc. Such programmes will provide a training ground for the students for meaningful participation in community life and transform their personality and outlook, besides fitting them for fulfilling their functions as future citizens of the country.

Reply of Government

The Government are in agreement with the observations of the Committee.

[Ministry of Education and Social Welfare (Deptt. of Education) O.M. No. G-25013/1/75-I.F.4, dated 26-2-1976]

Recommendation (S. No. 114, Para 6.46)

At present individual Students Unions operate at college level and university level. There is no forum for discussion on the general problems and grievances of the Youth—both students and non-students—as a whole. The Committee consider it necessary that suitable forums for discussion of the problems of Youth..... students and non-students..... should be provided at the state and national level. They suggest that the feasibility of forming Advisory Councils at the State and national level to deliberate on the problems of Youth, provision of welfare facilities for student and non-student youth, as also the wider issues of formal educational and non-formal educational policies etc.. should be examined by Government. These Advisory Councils which should be composed of eminent educationists, representatives of student and non-student youth organisations as also voluntary organisations engaged in the

welfare of Youth, should also include representatives of educational institutions and the Government In the opinion of the Committee, these councils would afford an opportunity to the students and non-students youth for active participation in discussing their problems, suggesting solutions as also providing channels of communications between the Youth.....both student and non-student..... and the authorities. The Committee have no doubt that these advisory bodies would greatly help to bring about healthy and constructive trends in the thinking of the Youth and enable them to participate more fully and wholeheartedly in national building activities.

Reply of Government

The Government agree with the observations of the Committee regarding the need for periodic deliberations on the problems of youth and regarding involvement of different categories of persons in such deliberations.

In 1971 all State Governments were requested to establish State Youth Welfare Boards. Some States have set up such Boards which include young persons working in this field. The National Service Scheme envisages constitution of State-level Advisory Committee to decide policy matters and to ensure inter-departmental cooperation. The Government have also advised the State Governments to set up State-level Committees on Non-Formal Education.

For coordination at the national level it has been decided to establish a Committee of the Central Advisory Board of Education on Youth Programmes. That Committee would include some State Education Ministers, some educationists as well as persons working among Youth.

[Ministry of Education and Social Welfare (Deptt. of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (S. No. 115, Para 7.38)

It is well known that the right type of education relevant to the country's needs, with emphasis on pursuit of excellence, plays a key role in developing the youth, who constitute the most important human resource of the country. It is equally necessary that the student youth should be provided opportunities for involvement in constructive development activities, through meaningful and challenging programmes of community service, and national reconstruction, which should form integral parts of the national education scheme. The basic need is to produce youth of character and

ability who are committed to national service and development, and play a vital role in promoting national objectives with a strong sense of common citizenship and culture and national integration. The Committee consider that if student power has to contribute significantly to the development of country, it is of crucial importance that apart from providing education of quality, programmes for participation in community service and national reconstruction should be provided, with emphasis on dignity of labour, self-help, character formation and development of a sense of social commitment, so as to produce citizens who will not only raise their own stature but also of the country. The success of such programmes can have the most far-reaching implications for India's social development.

Reply of Government

Recommendation is noted. The present programmes have these objectives. These will be further emphasised. The National Service Scheme aims at providing to the undergraduate students, opportunities for involvement in constructive developmental activities. The Special Camping Programme under the scheme offers meaningful and challenging programmes of community service and national reconstruction. The question of integrating national service with the curricula of studies at the university level, is also being examined.

Planning Forums and the National Service Schemes, especially the Special Camping Programmes in rural areas and urban slums, do provide to the students opportunities for participation in community service and national reconstruction with emphasis on dignity of labour, self-help, character formation and development of a sense of social commitment.

[Ministry of Education and Social Welfare (Deptt. of Education) O.M. No. G-25013/1/75-I.F.4, dated 26-2-1976]

Recommendation (Sr. No. 116, Para No. 7.39)

The Committee note that the National Service Scheme for college students aims at promoting national consciousness and a sense of social commitment, by inculcating a sense of discipline and dignity of labour among college students. The Committee are glad to note that the scheme provides for programmes of social uplift work, carrying out socio-medical surveys, setting up medical centres, social service to slum dwellers, eradication of adult illiteracy etc. The

Committee consider that the programmes are of a challenging nature and if the objectives of the scheme are to be accomplished, the emphasis should be on taking concrete and concerted measures to make the programmes meaningful and result oriented, by preparing a well conceived strategy, suited to the local needs, in coordination with local developmental organisations and voluntary agencies and involving a large number of students.

Reply of Government

The recommendations have been noted. It may be pointed out however, that as part of the constructive involvement largely of student youth, during their vacation periods, certain large scale camping programmes have been organised under the NSS in the course of which several aspects of local and rural needs are being covered in coordination with local development organisations and voluntary agencies. Detailed guidelines have been given to the workers on the field and to the authorities in developing a suitable strategy for undertaking such programmes. The campaigns are intended also to provide opportunities to students in planning and executing such developmental projects that can help in creating durable community assets especially in rural areas and urban slums in metropolitan cities. The programme is also intended to build up potential youth leaders and encourage youth to participate enthusiastically in the process of national development and promote national integration through corporate living and cooperative action. Besides the students, the NSS Units are also expected to involve the local non-student youth in their camping programme so that the active cooperation of the local community in the maintenance of the assets created as a result of camping programme is assured. Some of these non-student youth come from voluntary agencies. With the present resources, it is proposed to involve about 1 lakh youth in the Special Camping Programme during 1975-76. This is in addition to the involvement of more than 2,10,000 students in the regular NSS activities. Funds permitting it is proposed to involve larger number of students from next year both in the regular NSS activities as well as in the Special Camping Programmes.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013/1/75-IF.4, dated 27-12-75]

Recommendation (Sr. No. 117, Para No. 7.40)

The Committee note that a limited evaluation of the scheme was carried out by the Tata Institute of Social Sciences, Bombay, and that a mid-term appraisal of the progress of the Scheme was

made in 1971 by Expert Committee on National Service Scheme which made many useful suggestions. The Committee hope that suitable action would be taken to remedy the deficiencies in operation of the scheme and to streamline the procedure regarding release of grants to universities for the scheme.

Reply of Government

The recommendtion is noted. The National Service Scheme is constantly under review. Deficiencies wherever noted, are remedied. The Central share of funds for the Special Camping Programme to be held during summer vacation and other vacations is released in the month of March of the preceding financing year The idea is that the Universities release the funds to the Colleges sufficiently in advance so that the camping programme can be undertaken during vacations with adequate preparation. As regards grants for regular activities under the National Service Scheme, 50 per cent of the Central share of funds are released in the beginning of the financial year so that the programme is not hampered. The balance funds due are released after taking into account the unspent balances if any, lying with the State Governments|Universities.

The recommendations of the Committee are also being brought to the notice of the State Governments and the Universities so that they also release funds to the Universities|Colleges in time.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 27-12-75]

Recommendation (Sr. No. 118, Para No. 7.41)

The Committee would like to emphasise the need for providing short term orientation courses to students, for acquiring the necessary skills for purposeful involvement in community service. The Committee also stress the need for formulating detailed programmes of a challenging nature for meaningful participation of the students in nation building activities to ensure that the students cultivate the spirit of service and do not dissipate their time and energy in diversified, ill-planned efforts. The programmes should be such that concrete assessments could be made of the achievements. The emphasis in all these programmes should be on reinforcing the dignity of labour and instilling a sense of pride in the students for building durable community assets like digging of wells, building of roads, building of schools etc. which may soil the hands but enrich the soul.

Reply of Government

The recommendation is noted. The National Service Scheme provides for orientation of teachers by designated Schools of Social Work|Faculties of Social Work in the Universities. These teachers, in turn, give orientation to the students. In the guidelines issued for the Special Camping Programme during 1975, it has been stated that proper orientation of teachers and student leaders is necessary.

Besides regular activities throughout the year under the National Service Scheme in the fields like adult literacy, hospital service, work in slums, etc., detailed programmes of a challenging nature for meaningful participation of students in nation building activities have been evolved from time to time in the form of special camps during vacations. Details of the programmes undertaken in these camps have been worked out carefully in consultation with the Central Advisory Committee on Special Camping Programmes consisting of eminent educationists and experts in social work. The Committee has also consulted the representatives of important student organisations in the formulation of the guidelines. Suitable proformae have been evolved and furnished to the participating Universities etc. so as to collect data with the objective of assessing of the achievements.

The programmes under the Special Camping Programme emphasise the dignity of labour and instil a sense of pride in the students for building durable community assets. It has been stressed in the guidelines for Special Camping Programme that (1) the camps should result in the creation of durable community assets and the impact of these camps should leave an indelible mark on the life of the community, (2) these camps should preferably be held in such of the nearby villages or urban slums as have been adopted by the University|College and where regular work under the National Service Scheme is done throughout the year.

The National Service Scheme is essentially a University|College-based programme implemented through the State Governments. Accordingly, the recommendation of the Estimates Committee is being brought to the attention of the State Governments and Universities so that they keep the recommendation in view while formulating programmes under the National Service Scheme both for regular work as well as for Special Camping Programmes.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 119, Para No 7.42)

The Committee consider that a statistical analysis of the creation of community assets, the number of cases of eradication of illiteracy etc. as a result of these programmes should be carried out at periodic intervals and the overall position exhibited in the annual reports of the Universities, University Grants Commission and the Ministry of Education & Social Welfare. The Committee would like a suitable procedure to be evolved for ensuring that the durable community assets created under the scheme are not frittered away for lack of proper maintenance, and that the success of the literacy campaigns is consolidated by periodic appraisals and making available the requisite reading material to sustain the interest of the neoliterates.

Reply of Government

The evaluation done by the Madras School of Social Work and the evaluation that will be done by the Tata Institute of Social Sciences would statistically pin-point the type of community assets created as a result of the Special Camping Programme in which the students have participated. An Advisory Committee set up by the Ministry of Education also assesses the progress done in the Special Camping Programmes and advises on any new emphasis required in the strategy adopted in the implementation of the programmes. The Advisory Committee recommended that camps should be conducted on a campaign basis undertaken in villages and areas either adopted by colleges and institutions or proposed to be taken up as a part of an overall plan of action so that continuous efforts over a period of years is assured as far as possible and specific community assets are created and maintained.

This recommendation of the Estimates Committee is also being brought to the attention of the State Governments and Universities so that the position regarding assets created as a result of National Service Scheme programmes is highlighted in their annual reports. As regards Special Camping Programmes, they are being evaluated every year. In so far as activities under regular NSS programme are concerned, the State Governments have been asked to have an appraisal of the programmes during 1974-75 and furnish statistical data of the achievements. In the guidelines issued for he Special Camping Programme, the State Governments|Universities|Colleges have ben requested to ensure, through the local community, that the assets created are maintained by the local authorities and the community. It has also been suggested that the follow up of the camps should be undertaken as one of the regular and

normal activities of the National Service Scheme Unit of the institution concerned. The State Governments and Universities have been asked to evolve a procedure so that the success of the literacy campaigns is consolidated by periodical appraisals. They are also being requested to (1) develop a suitable proforma in this regard (2) and to ensure the availability of the reguisite reading material to sustain the interest of the neo-literates.

[Ministry of Education & Social Welfare (Department of Education O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 120, Para No. 7.43)

The Committee consider that the success of the programmes will depend on properly oriented teachers who have an important role to play for guiding and directing the activities. It need hardly be stated that the strong fraternal bonds between the teachers and the students, which will develop in pursuit of common challenging tasks, will by itself by a powerful factor in moulding the personality of the student.

Reply of Government

The National Service Scheme provides for orientation of teachers and student leaders by Schools of Social Work|Faculties of Social Work in the Universities. Short orientation training programmes immediately before the Special Camping Programme are also arranged. These teachers give a short-term orientation to the students, guide and direct them in the selection of projects and activties to be undertaken by them.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 121, Para No. 7.44)

The Committee note that 'Youth Against Famine' camping was launched in 1973 as part of the National Service Scheme activities in which there were 65,000 participants and an expenditure of Rs. 73 lakhs was incurred. The evaluation of the campaign was made by the Delhi School of Social Work who felt that the campaign was successful owing mainly to the existence of NSS infrastructure at different levels. The Committee note that encouraged by the success of this campaign, it has been decided to launch a Special Camping Programme on all-India basis, entitled 'Youth Against Dirt & Disease' as part of NSS programme, certring round environmental sanitation, medico-social work including mass immunisation

against preventible diseases, provision of potable water and popularisation and construction of Gobar Gas Plants. The present provision of funds is for 35,000 campers and another 45,000 campers can be covered subject to availability of funds. The Committee welcome these educational-cum-development measures. They would however like maximum importance to be accorded for proper planning and organisation of the camps, economy in the use of funds, the tailoring of the projects to specific needs, assessment of concrete benefits to the community, coordination with other departments of the Government, prevention of overlapping or duplication of efforts etc. The Committee urge that lessons should be drawn from the past campaigns undertaken under the scheme after their critical evaluation in terms of real benefits to the Community and further campaigns should be undertaken in perennially drought-struck areas in Gujarat, Andhra Pradesh, Rajasthan etc. which will go a long way to create a better impact of the students on community life.

Reply of Government

The recommendation has been noted. The importance of proper planning and organisation of the camps has been stressed and detailed suggestions have been made for preparation at the State, University and College levels. It has been emphasised that the camps should be organised with due attention to the need for maintaining strictest austerity, and that there is no discordance with the general standard of living of the area. The guidelines already suggest the selection and development of projects according to the needs of the locality, facilities available in the area, local participation and possibility of completing the project by the time the camp ends. The State Governments have been requested to ensure coordination with other Departments of the Government and number of State Governments have already ensured this cooperation and coordination at the Inter-Departmental level.

The programmes that have been drawn up so far have been such in which the student participation was urgently needed in areas which were drought-prone or drought-stricken or where tree plantation or afforestation was required. Similarly, the campaign for Youth Against Dirt & Disease was launched when it was found to be necessary especially in the wake of smallpox epidemic during 1974. The urgent problems of the areas are not however overlooked. For example a campaign on drought was taken up by the Madras University as part of their Special Camping Programme during 1975.

This recommendation is being brought to the attention of the State Governments|Universities for being kept in view while formulating the programmes at the State|University level.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 27-12-75]

Recommendation (Sr. No. 122, Para No. 7.45)

The Committee would like Government to publicise the activities through documentaries, radio-broadcasts, press releases etc. so as to generate enthusiasm in the youth of the country for participation in developmental activities.

Reply of Government

Necessary action has already been initiated for publicising the activities, through press releases, Radio broadcasts including Yuva Vani. Liaison between the NSS Zonal/Regional Offices and the Universities participating in NSS on the one hand and the Radio Stations on the other is being stepped up. Reports about the National Service Scheme, especially the Camping Programmes, have appeared and continue to appear in the local Dailies both in English and regional languages. Publicity at the local level is specially useful in enthusing the local youth for parti ipation in developmental activities. Delhi NSS has been covered on the Television.

Special features on NSS have been suggested for programmes of Yuva Vani. Radio discussions could be arranged on some of these important programmes in Hindi as well as in the regional languages in which some of the students who have participated in such worthwhile programmes could be asked to express their opinion. This and the question of preparing documentaries in this regard will be examined in consultation with the Ministry of Information and Broadcasting.

The State Governments and Universities are also being asked to publicise activities under NSS through various types of media.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013/1/75-IF.4, dated 27-12-75].

Recommendation (Sr. No. 123, Para No. 7.46)

The Committee consider that there should also be purposeful programmes for utilisation of the services of youth in the eradication of social evils like casteism, parochialism, dowry system, corrup-

tion, adulteration, ticketless travel, queue disorder in Railway booking offices, hoarding, profiteering, etc.

Reply of Government

The recommendation has been also noted. The NSS students are being utilised in eradication of social evils like dowry system, inter-State smuggling of foodgrains, ticketless travel, bus queue disorders, hoarding, profiteering etc.

The recommendation of the Committee is being brought to the attention of the State Governments and Universities so that they could furher activise the programmes for utilisation of the services of youth in the eradication of the various social evils.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-IF. 4, dated 27-12-75]

Recommendation Sr. Nos. 124 and 125, Para Nos. 7.47 and 7.48)

The Committee note that student participation in programmes of the National Service is optional. The student is expected to remain in the programme for a continuous period of two years and is required to render social service for a minimum of 120 hours per annum. Starting from an enrolment of 40,000 in 1969-70, the enrolment in 1973-74 has reached 160,000. The scheme has a target of 13 lakhs by end of the Fifth Plan *i.e.* about one third of the students on the roll as at the beginning of the Fifth Plan. The Committee note that a proposal for integrating National Service Scheme with the curriculum of studies by including practical training and on-the-job field training in the curricula of as many disciplines as possible is under examination by a Committee of Experts appointed by the University Grants Commission. Till such time as the integration is finalised, the Committee understand that the emphasis will be on special camping programmes and work in the field of eradication of illiteracy through non-formal education.

The Committee appreciate that integration of the scheme with the curricula will involve all the students in the programme of constructive activities. It would, however, be ensured that the integration of the scheme with the curriculum is brought about in such a way as will secure the essential objectives of the scheme, namely developing a lively contact of the student with the community and his awareness of its problems, purposeful participation, the development of character and commitment to national service.

Reply of Government

The recommendations are noted. The question of integration is of wider relevance to all University level curricula. The matter is being examined by the University Grants Commission. The recommendations of the Estimates Committee are being brought to the attention of the University Grants Commission so that integration of National Service with the curriculum is brought about in such a way as to achieve the essential objectives of the scheme.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 27-12-75]

Recommendation (Sr. No. 126, Para No. 7.49)

The Committee would like the Government to ensure that the progress and achievements of the scheme are periodically evaluated to bring about necessary improvements in time.

Reply of Government

The recommendation is noted. In fact, the progress and achievements of the National Service Scheme are being constantly evaluated from time to time. A detailed evaluation of the scheme was first carried out by the Tata Institute of Social Sciences, Bombay. A mid-term appraisal of the progress of the scheme was made in 1971 by the Expert Committee on National Service Scheme which made useful suggestions. The Youth Against Famine programme of 1973 was evaluated by the Delhi School of Social Work, Delhi and 'Youth Against Dirt & Disease' programme of 1974 has been evaluated by Madras School of Social Work.

The Special Camping Programme for 1975-76 is being evaluated by the Tata Institute of Social Sciences, Bombay. It is our endeavour to ensure that the dificiencies, if any, in the programme as pointed out in the evaluation reports are examined and corrective measures taken in time.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 128, Para Nos. 7.69, 7.70)

The Committee note that the scheme of Planning Forms which was initiated by the Planning Commission in 1955 to associate teachers and students in the work of formulating and implementing the country's development plans was transferred to the Ministry of

Education and Social Welfare in 1968. They further note that the old scheme ceased to operate at the end of the 4th Plan and a revised scheme has been introduced as complementary to other schemes in operation in the universities such as National Service scheme. So far as a sum of Rs. 15.4 lakhs has been spent on this scheme.

The Committee regret that the scheme of Planning Forums on which an expenditure of over Rs. 50 lakhs was incurred, is proposed to be merged with other schemes, after operating it for 20 years. This itself indicates that the scheme had not achieved the purpose for which it was initiated. It is regrettable that the Planning Commission which initiated this scheme continued to operate it for over 13 years without critically evaluating whether the scheme was serving the purpose for which it was started and whether the achievements of the scheme were commensurate with the expenditure incurred. The Committee hope that the experience gained in the working of this scheme for about 20 years, will be fruitfully utilised in making the revised scheme a success. The Committee cannot over-emphasise the need for periodical evaluation of the revised scheme with a view to take timely corrective measures, in the light of the experience gained.

Reply of Government

The expenditure on the scheme of Planning Forums has been of the order of Rs. 15 lakhs. The question of revitalising the Planning Forums has been engaging the serious attention of the Ministry of Education in cooperation with the Planning Commission.

In place of the revised scheme which was under consideration earlier, the scheme in its present form is being continued for the current year. The universities have been informed regarding the proper functioning of the Planning Forums where the emphasis should be on largely the intellectual understanding of the Plan and Planning process. The Planning Forums will be encouraged to give positive suggestions about plan formulation and evaluation. They will undertake socio-economic surveys and evaluation.

The Planning Commission has also taken up with the State Governments the urgency of making a definite financial provision for this scheme in their budgets. This is expected to enthuse the State Governments.

A Central Coordination Committee has been set up with representatives of the Ministry of Education, Planning Commission,

Ministry of Information and Broadcasting and the Department of Rural Development to provide overall guidance in the implementation of the scheme. The committee met twice and its recommendations have been communicated to all concerned.

A small Committee appointed for the purpose of working out the details of the Planning Forums Scheme has formulated the broad outline of the scheme incorporating the objectives and the organisational details. This will be considered for finalisation.

Minister of State Planning has written to the Education Ministers of the State and Union Territories emphasising the importance which the Ministry of Education and Planning Commission attach to the proper functioning of the Planning Forums. For the current year the Planning Forums have been advised to undertake activities within the broad framework of the 20 Point Economic Programme announced by the Prime Minister.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 129, Para No. 7.71)

Now that the preparations of district plans are being taken up actively by the State Governments, the Committee feel that it should be possible to activate the planning forums and utilise them for gathering data for drawing up meaningful developmental schemes which could be included in the district plans. This would give a sense of participation to the students in the Planning process and also help in accelerating the completion of the district plans.

Reply of Government

Recommendation is noted. The State Governments have been requested that the Planning Forums should involve the developmental machinery at district level and below in the discussions and activities of the Planning Forums. For this purpose the Forums should have representatives of district Development Officers and of Zila Parishads, Block and Panchyat Samitis. At the State level there should be an Inter-Departmental Committee with representatives of the Department of Planning, Education, Development, Information, Social Welfare and Youth Services etc.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Additional information sought

It is observed that in place of the revised scheme which was under consideration earlier, it has been decided that the scheme of the planning Forums in its present form may be continued. The reasons for reverting to the original scheme in spite of the fact that it nad not served the desired purpose, may please be intimated.

[L.S.S. O.M. No. 5/6/EC-75 dated 30-4-76]

Reply of Government

The proposed revised scheme which was earlier under examination provided, *inter alia* 100 per cent central assistance for Planning Forums as against the present practice of sharing of expenditure between the centre and the State in the ratio of 60 : 40. It was felt that cent per cent assistance by the Central Government may reduce the interest of the State Governmens in the scheme. For this reason, this modification was not carried out. However, the procedure has been modified so that the central share of the assistance for planning forums can be released to the extent of 50 per cent at the beginning of the year to the State Govarnments. Other steps have also been taken in consultation with the Planning Commission and the Ministry of Finance to make more effective.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-7-76]

Recommendation (Sr. No. 130, Para No. 7.87, 7.88)

The Committee note that the Nanak Bhavan Scheme was finalised in 1969, with the object of inculcating self-help and self-reliance among the students, using their spare time for activities useful to them and to the Nation, bringing the academic community to the service of non-academic community and encouraging and organising sports and literary activities. The type of activities envisaged under this scheme are setting up of students cooperative stores, students' book banks, coaching classes for weaker junior students, classes for Secretarial practice, office management etc.

The Committee note that financial assistance amounting to Rs. 16.50 lakhs has so far been given to six States for the construction of Nanak Bhavans. While the construction of these Bhavans is stated to have been completed in Rajasthan and Orissa and some progress has been made in Tamil Nadu and Maharashtra, the construction is yet to start in Gujarat. In Karnataka, the State Gov-

ernment has not yet been able to find suitable land for the Bhavan. The Committee are concerned at the slow progress in the construction of Nanak Bhavans. They are surprised how the grants were released in 1969-70 and 1970-71 to Gujarat where the construction of the Bhavans has not yet started and to Karnataka where suitable land for construction has not yet been found. The Committee would like the matter to be examined and necessary rules to be framed for the release of the grants to avoid such situations in future.

Reply of Government

Recommendations are noted. The establishment of Nanak Bhavan was only one of several programmes approved for the quincentenary celebrations. The Committee for celebrations had allotted an amount of Rs. 20 lakhs only for this programme providing assistance from the Central Government at the rate of a maximum of Rs. 3.75 lakhs per Bhavan (*i.e.* 75 per cent of a ceiling of Rs. 5 lakhs). With this amount of Rs. 20 lakhs only 6 Bhavans could be assisted. Offers were made to about 14 States.

Only 6 State Governments including those of Gujarat and Karnataka accepted the offer on the terms and conditions laid therein and grants were released to these State Governments.

Although the State Governments concerned had their own difficulties, the matter has been constantly pursued so as to speed up the construction of Nanak Bhavans. Pending the completion of the construction of Nanak Bhavans, the State Governments have been requested to start some of the activities of the Student Service Institutes in the nearby University premises.

The State Governments of Karnataka and Gujarat were requested to refund the Government grant already released to them so that the funds could be made available to other States. They have, however, promised to expedite the establishment of Nanak Bhavans.

The question of framing rules for the release of grants to the State Governments to avoid such situation in future will also be examined.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Additional information sought

It has been stated that the State Governments of Karnataka and Gujarat were requested to refund the grant already released to

them for the establishment of Nanak Bhavans. State Governments have, however promised to expedite the establishments of Nanak Bhavans. (a) Please state as to when the replies were received from the State Governments and what action has been taken by the State Governments to actually establish Nanak Bhavans or in the alternative to refund the grant made to them.

(b) Please also intimate the action taken in regard to framing rules for the release of grants to the State Governments to avoid such situations in future.

[L.S.S. O.M. No. 5/6/EC/75, dated 30-4-76]

Reply of Government

(a) The State Government of Karnataka informed in December 1975 that they had secured a plot of land in Bangalore city for construction of a Nanak Bhavan. In April 76, they further informed that the construction is likely to begin very shortly.

The State Government of Gujarat informed in December, 1974 that all the preliminaries for construction of the Bhavan at Gandhi Nagar have been completed. Subsequently the decision was modified and the Nanak Bhavan is to be constructed in the premises of the Gujarat University, Ahmedabad. Five acres of land has been made available for this project. The construction is likely to start soon.

In the other States, Rajasthan, Orissa and Tamil Nadu, the Nanak Bhavans have been completed and in Maharashtra it is nearing completion.

(b) As it is not proposed to construct any more Nanak Bhavans, it has not been considered necessary to frame rules for the release of the grants to the State Governments for this purpose.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 1-7-76]

Recommendation (Sr. No. 131, Para No. 7.89)

The Committee would like to draw pointed attention to the fact that the aims and objectives of Nanak Bhavans and the National Service Scheme are broadly the same. This underlines the need for closer coordination between the two. In fact, Nanak Bhavans can well provide the basis for many of the activities covered by the National Service Scheme. Talented students with organisational ability and capacity to generate enthusiasm could also be usefully inducted into the Nehru Yuvak Kendra Scheme so as to help the non-

student youth in cutlural activities including dramatics, debates, cultivation of hobbies etc. They could also play a meaningful role in extension of non-formal education to non-student youth.

Reply of Government

The recommendation is noted. Nanak Bhavans are only in six States. Necessary directives have been issued to the State Governments and Universities concerned to effect closer coordination between the National Service Scheme and the Student Service Institutes at Nanak Bhavans. Aleardy the Nanak Bhavan scheme has been brought under the umbrella coverage of the National Service Scheme. NSS students would be taking part in the activities at the Nanak Bhavan. The NSS Zonal/Regional Office will oversee the Nehru Yuvak Kendra Programmes. The Nehru Yuvak Kendras are expected to draw upon the services of the NSS students in many of their programmes. Specific guidelines have been issued to the State Governments, Universities and Nehru Yuvak Kendras for implementing the recommendation of the Estimates Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Additional information sought

The guidelines issued to the State Governments, Universities and Nehru Yuvak Kendras for implementing the recommendations of the Estimates Committee may be intimated.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of Government

In the guidelines issued, the State Governments are requested to bring the recommendations of the Estimates Committee to the notice of the Universities and colleges participating in the National Service Scheme. The NSS officers were requested to extend cooperation to the Nanak Bhavans in their vicinity. The State Governments were also requested that the Nehru Yuvak Kendras functioning in their States should be directed to draw the services of the NSS students in their programmes as per recommendation of the Estimates Committee.

The directions have also been issued to the State Governments requesting them that the universities and colleges participating in NSS and located at the same place as the Nanak Bhavans may be asked to adopt the Nanak Bhavan. The NSS students of these universities should be asked to man the activities of the Nanak Bhavan.

Recommendation (Sr. No. 132, Para Nos. 8.33 & 8.35)

The Committee have earlier pointed out that the most crucial and much neglected group among the youth is that of the non-student youth. Government and society have an obligation to ensure for them a life of dignity, a life of faith in themselves and faith in the society of which they form an integral part and a sense of being needed by society. This can come only through their involvement in youth work.

The Committee realise that non-student youth constitute a large varied mass who are dispersed in different groups and different occupations, with different interests and do not form a fairly cohesive group like student youth. The Committee consider that a comprehensive programme to determine the needs of well identified groups of non-student youth and to provide focal points for their constructive involvement in youth activities is essential.

Recommendation (Sr. No. 133, Para No. 8.36)

The Committee consider that opportunities have to be provided to non-student youth for preparation and training for work and family life, development of a spirit of comradeship, patriotism, cultural outlook and participation in planning and implementation of the programmes of community and national development, recreation etc., in short for developing their personality and making them socially useful, functionally efficient and economically productive. The Committee also consider that the problem of development of non-student youth is a gigantic one and needs urgent attention. Though the Directive Principles of the State Policy embodied in the Constitution, aim at securing social and economic justice, so far no tangible programmes have been worked out on the scale required to give concrete shape to the fulfilment of the basic national task of uplifting the vast mass of non-student youth. The Committee feel that the situation calls for concerted, multipronged efforts by Government and society to bring into the lives of the neglected non-student youth, a content and a meaning which they miss.

Reply of Government

Noted. We also agree. The programme of the Nehru Yuvak Kendras, and non-formal education and the efforts being launched for broad-basing sports and games are in pursuance of this objective.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 26-2-76]

Recommendation (Sr. No. 132, Para No. 8.34)

The total population of youth in India in the age-group of 15—25 is approximately 90 millions according to 1971 census, a large majority of whom comprise non-student youth. According to Government, youth includes persons in the age group 15—25 years. The Committee consider that youth should include all persons in the age-group 15—30 years. In that case the number of non-student youth who can be drawn into purposeful youth activity would be much larger.

Reply of Government

In accordance with the programmes envisaged under the Nehru Yuvak Kendra Scheme priority will be given to the youth in the age group 15—25. However, young people in the age group 25—30 will be given opportunities for participation in the activities of the Kendras if they so desire.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/175-IF. 4, dated 2-3-76]

Recommendation (Sr. No. 134, Para No. 8.37)

The Committee note with concern that it was not until 1970 when a programme for non-student youth was first formulated. The Committee have already commented in Chapter II regarding the inadequate financial allocations for this programme.

Reply of Government

The observation has been noted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 26-2-76]

Recommendation (Sr. No. 135, Para No. 8.41)

The Committee hope that the informal groups which have been constituted to suggest improvements in the programmes of these Kendras will submit their reports within the stipulated time. They would like Government to take expeditious decisions on the suggestions made by the informal groups and implement the same according to a time-bound programme.

Reply of Government

The report of the Informal Group has been received, and action has been initiated on most of the recommendations.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Additional information sought

Please intimate the action taken on the recommendations of the Informal Group.

[L.S.S. O.M. No. 5/6/EC/75 dated 19-2-77]

Reply of Government

Most of the recommendations have been accepted and acted upon. The Annexure giving detailed information is attached (Appendix IV).

Other recommendations of the Informal Group relate to the organisational structure of the Nehru Yuvak Kendras, recruitment rules of Youth Coordinators and other staff members, etc. These recommendations are under active consideration at present.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 30-4-77]

Recommendation (Sr. No. 136, Para No. 8.42)

The Committee consider that the scheme of the Nehru Yuvak Kendras is a pioneering effort in promoting the development and welfare of non-student youth. They realise that the organisational problem of catering effectively to a large varied mass of non-student youth, are vast. As the sheet-anchor of the developmental and welfare programmes for non-student youth would be the Nehru Yuvak Kendras in each District, it is imperative that the programmes and activities of these Kendras are formulated with great care and implemented expeditiously so as to create an impact on the non-student youth in their area.

Reply of Government

Noted: We agree and in fact the programmes of Nehru Yuvak Kendras are being drawn up at the District level duly taking into account the local needs and aspirations.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Recommendation (S. No. 137, Para No. 8.43)

The Committee further consider it desirable that the working of the Nehru Yuvak Kendras already set up, should be consolidated and watched for some time after bringing about necessary improvements in their programmes. Further extesnion of these Kendras should be made on the basis of the lessons drawn from the working of the existing Kendras so as to obviate short-comings which may have been experienced earlier in the setting up of new Kendras and full benefit is derived from the expenditure incurred or these Kendras. The Committee would like to emphasise that the achievements of these Kendras have to be viewed in the context of transformation which they bring about in the thinking and lives of the non-student youth, particularly, those belonging to the weaker sections of society.

Reply of Government

Noted: The programmes of Nehru Yuvak Kendras are being constantly watched and scrutinised, and the experience gained and lessons drawn, are being incorporated both for the consolidation of existing Kendras, and for the expansion of the programme.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Recommendation (Sr. No. 138, Para No. 8.44)

The Committee suggest that Nehru Yuvak Kendras should hold annual camps of at least 2-3 days' duration, which would help to bring the participants closer to each other and afford them opportunities to participate in cultural activities such as, dramatics, debates, discussions, exhibitions, etc. These camps may also well be utilised to impart knowledge in the ideals of Nehru Yuvak Kendras and generate enthusiasm among the participants for special work, and fighting social evils besides informing them about the working of our democratic system annd their duties and responsibilities as citizens.

Reply of Government

Accepted and the Nehru Yuvak Kendras have been advised to hold such camps.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 22-11-75]

Recommendation (Sr. No. 139, Para No. 8.45)

The Committee have elsewhere in the Report pointed out the opportunities which are available in the Nehru Yuvak Kendras for a meaningful contribution by the Students under the National Service Scheme and Nanak Bhavans. The Committee feel that the youthful students should consider it a privilege to be of assistance to non-student youth, and should make an effective contribution in the matter of spreading non-formal education and cultivation of hobbies and skills among non-student youth. The Committee suggest that the Coordinators of Nehru Yuvak Kendras should maintain close contact with their counter-parts in Nanak Bhavans and authorities incharge of local National Service Scheme in the interest of better coordination of programmes, and mutual benefit to the participants.

Reply of Government

The recommendation is accepted. The Youth Coordinators of Nehru Yuvak Kendras have been advised accordingly.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Recommendation (Sr. No. 140, Para No. 8.46)

The Committee would like to stress that the activities of Nehru Yuvak Kendras should not be burdened with extraneous activities so as to dilute in any manner the main objectives of the Kendras which is to provide a meaningful programme for fuller development of non-student youth.

Reply of Government

The recommendation has been accepted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 27-12-75]

Recommendation (Sr. No. 141, Para No. 8.47)

The Committee consider that if any impact of youth welfare programmes is to be made on the youth, it is not only desirable but necessary to have a network of youth clubs in every mohalla at the grassroot stage which will be in live contact with the people in the slums, villages, backward areas etc. and which will form focal points for meaningful developmental and recreational activities. The Nehru Yuvak Kendra can play the role of a coordinating centre for all the youth clubs in the towns and villages of the District. The clubs should be run by the youth for the youth and with the assistance of socially dedicated volunteers, who are sensitive to the needs of youth.

Reply of Government

The Government accepts the desirability of organising youth clubs in rural areas. Nehru Yuvak Kendras could certainly be the coordinating centres. Nehru Yuvak Kendra Coordinators have been duly advised accordingly at the recent orientation Conference held for them at New Delhi from 8th to 12th July, 1975.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (Sr. No. 142, Para No. 8.48)

The Committee would also like Government to study the role played by Youth Clubs in Western and Eastern countries and to take suitable steps for promoting vigorous and energetic youth clubs with the help of well established voluntary organisations. The Committee would, however, like to emphasise that the organisational effort required for such activities would be of a high order, the inputs being purposeful planning and the maximum use of human effort which can make up, to a large extent the shortfall in financial investment.

Reply of Government

The recommendation has been noted. Information on Youth programmes in other countries is being collected and studied.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Additional information sought

The outcome of the studies made in regard to youth programmes in the other countries may please be intimated for the information of the Committee.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of Government

We had requested 19 countries to send us information/material on the youth programmes. So far information of youth programmes in eight countries have been received. The other countries are being reminded, to send the information also. The information from the eight countries is being studied.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-7-76]

Recommendation (Sr. No. 143, Para No. 8.49)

The Committee note that the constitution of yuvak kendras provides that the President may be either a Collector or Deputy Commissioner or his nominee. The Committee feel that as the Yuvak Kendras require close coordination between various official agencies, it would be a distinct advantage if the Collector/Deputy Commissioner is directly associated with the activities of the Kendras particularly in the formative years so as to provide firm leadership and resolve all difficulties without delay. The Committee would also like that the Chief Executive Officer of the Zila Parishad should be a member of the District Organising Committee.

Reply of Government

Accepted. The State Governments have been requested to designate the Collector as Chairman of the District Organising Committee wherever he is not already the Chairman. The State Governments have also been requested to nominate the Chief Executive Officer of the Zila Parishad on the Committee.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 22-11-75]

Recommendation (Sr. No. 144, Para No. 8.50)

The Committee finds that the constitution of the Committee to look after Nehru Yuvak Kendras provides for appointment of a number of non-officials. It would be in the fitness of things if these non-officials possess intimate knowledge of different facets of activities which are covered by Nehru Yuvak Kendras so that they can make effective contribution.

Reply of Government

Accepted. In fact, we have already requested the State Governments that non-official members of the District and State Organising Committees should be intimately connected with youth programmes.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 22-11-75]

Recommendation (Sr. No. 145, Para No. 8.51)

The Committee note that Government have a proposal of bringing the activities of the Nehru Yuvak Kendras under the auspices of a registered autonomous society to be called "Rashtriya Nehru Yuvak Kendra Sansthan". The Committee cannot help pointing out that

as Nehru Yuvak Kendras have been established only recently in the field and are experiencing numerous difficulties of growth it is but appropriate that no radical change may be made in the existing set up. The position could be reviewed in course of time after the programme has gained momentum in the field and picture about the scope and range of activities, the types of organisations to be involved for work amongst non-student youth, becomes clearer.

Recommendation (Sr. No. 146, Para No. 8.56)

The Committee are glad to note that Government are fully aware of the key role that is to be performed by a Youth Coordinator in the programmes. The Committee stress that as the Coordinator is the main spirit behind the activities it is of the utmost importance that he should be a person of active habits, genuinely interested in the welfare of non-student youth, a man of proven organisational ability and integrity with a capacity to generate enthusiasm and cooperation amongst all the participants in the activities of the Kendras. It may be worthwhile to make it a tenure appointment so that accent on performance is sustained and activities do not come to suffer for want of initiative and drive.

Recommendation (Sr. No. 147, Para No. 8.57)

Above all it should be ensured that the person appointed as Coordinator discharges his responsibilities in wholly non-partisan manner so as to command the confidence of all sections of non-student youth amongst whom he has to work.

Reply of Government

The question of setting up a suitable organisational structure, as also the policies for recruitment of personnel is under consideration.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Additional information sought

It has been stated that the question of setting up a suitable organisation structure as also the policies for recruitment of personnel are under consideration. Please intimate the final decision taken in this regard.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of Government

The matter is still under consideration of the Government.

Further information sought (Recommendation Sr. No. 145 & 147)

The action taken on the remaining recommendations of informal group constituted to suggest improvements in the programmes of Nehru Yuvak Kendras.

[L.S.S. O.M. No. 5/6/EC/75 dated 19-2-77]

Reply of Government

The remaining recommendations relate to the organisational structure of the Nehru Yuvak Kendras and policies for recruitment of personnel. The matter is still under consideration of the Government.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 3-4-77]

Recommendation (Sr. No. 148, Para No. 8.77)

The Committee are concerned to note that though the Nehru Yuvak Kendras, started functioning from 1972-73, only 355 youth leaders have been trained so fare far and another 200 leaders have started their training. The Committee are surprised as to how the programmes of the Kendra could be successful without adequate number of trained youth leaders. They would like that the training programmes of youth leaders should be expanded to increase the availability of a large number of these leaders.

Recommendation (Sr. No. 150, Para No. 8.79)

Another aspect which the Committee would like to stress is the selection of training institutions for youth leaders so that they get the best training available in the selected fields. The Committee would like Government to make systematic survey of institutions which can impart training so that they can pick out the best.

Recommendation (Sr. No. 151. Para No. 8.80)

The contents of training programme should also be critically reviewed so as to make them more relevant and pertinent to the activities of Nehru Yuvak Kendras.

Recommendation (Sr. No. 152, Para No. 8.81)

The Committee are not sure whether there is any obligation on the selected leaders to work in the Nehru Yuvak Kendras after completion of training. In view of the fact that Government are arranging for these training programmes, and there is a shortage of youth leaders, Government may prescribe a minimum period for which it would be obligatory for a Youth Leader to be actively associated with the activities of the Yuvak Kendras.

Reply of Government

The recommendations have been noted. The Youth Leadership Training programme has already been expanded to cover nearly 3000 youth leaders during the current year. The programme of training is carefully formulated, and organised at selected institutions, and efforts are being made to dovetail leadership training programme with programmes of rural development, farmers training etc. The trainees are selected with due care, and efforts are also being made to utilise the experience gained by the Youth Leaders in the areas served by the Nehru Yuvak Kendras.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-IF. 4, dated 26-2-76]

Recommendation (Sr. No. 149, Para No. 8.78)

The Committee attach great importance to the training of youth leaders for it is they who would be motivating the youth and inspiring them to develop their potentialities by availing of non-formal education, in vocational training in agriculture, animal husbandry, dairy farming, cooperative movement, health education etc. The Committee, therefore, stress that in the light of experience gathered the qualities expected of the leaders to be involved in the programme should be laid down and followed to make the best selection.

Reply of Government

Accepted in principle. The details of criteria are being formulated separately.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 22-11-75]

Recommendation (Sr. No. 153, Para Nos. 8.96, 8.97 & Recommendation (S. No. 154, Para No. 8.98)

The Committee note that since the start of the scheme of work centres one voluntary organisation each at Calcutta and Andaman and Nicobar Islands has availed of financial assistance in 1971-72 and 1974-75 respectively for the scheme of Work Centres. The scheme was for establishment of a Centre in each State for giving training in occupational skills to non-student and unemployed youth to improve their employability. The reason given for want of progress was that the State Governments did not avail of the financial assistance by the Centre because of their lack of interest in contributing the matching share. Similarly a scheme of Reception Centres to function as Information Centres for nonstudent youth coming from rural and urban areas in search of employment has not made any progress because of financial stringency. The Committee note that the schemes of Work Centres, Reception Centres and other programmes for non-student youth are being integrated with the activities of the Nehru Yuvak Kendras.

The Committee feel that while Nehru Yuvak Kendra should mainly concentrate on providing meaningful programme and cultural activity for non-student youth, it may be useful to have linkage with the work centres. The officient organisation of work centres should, however, be made the responsibility of technical service institutions so that the scope and contents of training are kept abreast of technical developments.

The Committee recommend that such work centres may preferably be located in rural areas to encourage non-student youth to develop skills which would enable them to make greater contribution towards agro-industrial development. The Committee need hardly stress that the courses to be provided in the work centres to be located in rural areas should be such as to serve the needs of industrial development.

Reply of Government

Efforts is being made to revitalise the scheme for establishment of work centres. A substantial programme under this scheme is being launched in Punjab through the Agricultural University. Some other voluntary organisations and State Govts. have also evinced interest in this scheme and their proposals are under examination. The Government agree with the observations of the

Committee that it may not be feasible to always link this scheme with Nehru Yuvak Kendras.

Additional information sought

The specific action taken for the establishment of work centres may please be intimated for the information of the Committee.

[L.S.S. O.M. No 5/6/EC/75 dated 30-4-76]

Reply of Government

The work centre scheme for Punjab has been sanctioned to the Punjab Government to be implemented in collaboration with Punjab Agricultural University, Ludhiana A meeting of the Committee to examine the requests received from various agencies for grant under this scheme was held on 21-4-1976. The Committee examined proposals from Tamil Nadu, Cuttack and Rajasthan and has asked for further information on two schemes. It is hoped that it would be possible to revitalise the scheme in 1976-77.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/175-IF. 4, dated 1-7-76]

Recommendation (Sr. No. 155, Paras 8.109 & 8.110)

The Committee note that the Government have recognised the role of voluntary organisations who have played a significant role in development of welfare activities of non-student youth. It has been stated that the voluntary organisations have a capacity to enlist the services of devoted workers, to tap financial resources for developmental projects and pursue activities of pioneering nature. The Committee note that financial assistance is given to such organisations by Government to the extent of 80 per cent of the non-recurring expenditure subject to the maximum of Rs. 10,000/- per project.

The Committee need hardly emphasise the important part which voluntary organisations can play in promoting youth activities and in experimentation with new programmes and techniques which could lead to effective involvement of youth in developmental activities of the community. There is also great scope for availing of their expertise for training of youth leaders. The Committee feel that there are immense opportunities for youth welfare work through youth clubs organised with the assistance of the voluntary organisations who have the necessary expertise. The Committee would however, like the Government to ensure that the voluntary

youth organisations, to which financial assistance is given by Government, are genuine and have a real record of social service to their credit.

Reply of Government

The recommendations are accepted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 27-12-75]

Recommendation (Sr. No. 156, Para 8.111)

The Committee stress that if the enthusiasm of voluntary organisations is to be sustained, grants to them should be given on assured basis for a fairly long term, subject, of course, to the satisfactory compliance with the prescribed conditions and achievement of targets. There should be also an arrangement for evaluation of the work done by these voluntary organisation and some objective criteria laid down to determine the success achieved by them in cultural and other creative activities. The Committee suggest that these objective criteria may be laid down by an Exper Committee after visiting the Centres of activity, hearing the representatives of the voluntary organisations and the non-student youth. In view of the urgency of the matter, they suggest that the Expert Committee should be asked to give their decision thereon without delay. Such criteria should be publicised so that more voluntary agencies which are active in the field or can develop these activities effectively can avail of the financial assistance and help energise and extend the programme.

Reply of Government

The Government agree with the observations of the Committee that voluntary organisations have a vital role to play in youth programmes and that the enthusiasm of such organisations can be sustained if grants are assured to them on a fairly long basis. The Government also agree that voluntary organisations eligible for assistance under the youth development schemes should be identified with care and their work should be periodically evaluated after release of grant. Guidelines are being prepared for identification and assistance to voluntary organisations. A Committee of officials is being constituted for examination of requests from voluntary organisations for grant-in-aid.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 26-2-76]

Additional information sought

Please intimate the action taken to prepare the guidelines for identification and assistance to voluntary organisations

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of Government

The matter is receiving attention of the Government.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013|1|75-IF. 4, dated 1-7-77]

Further information sought

The action taken to prepare the guidelines for identification and assistance to voluntary organisation.

[L.S.S. O.M. No. 5/6/EC/75 dated 19-2-77]

Reply of Government

The scheme under which assistance is provided to Voluntary Organisations working in the field of Youth has recently been revised. Under the new scheme assistance can be provided on long term continuing basis to groups of youth which form themselves into an association and resolve to live and work in rural areas. The objectives of assistance have also been spelt out recently. A committee has also been set up in the Ministry to examine the proposals received from the voluntary organisations for assistance under this scheme. Each proposal is discussed and evaluated. Wherever necessary, a visit is made to the Institution making application and sometimes the matter is discussed with the representatives of the institution.

Steps have been taken to identify organisations and to prepare a Directory of Voluntary Organisations working in the field of youth. Information has been received from 79 voluntary organisations. More information is being collected before the Directory is published.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 30-4-77]

Recommendation (Sr. No. 157, Paras Nos. 8.128—8.130)

Non-formal education has been described as one of the major plans in educational reform. The Committee note that since formal education can cover only limited areas, there is a big pro-

gramme of non-formal education which has tremendous potential for helping the youth to prepare themselves for leading a meaningful life. Out of population of 9 crores in the age-group 15—25 nearly 5.2 crores are illiterate in the country. The Fifth Plan target for eradicating illiteracy in this age group is 10 millions. It has been stated that if the funds do not permit the target may be lowered. The Committee note that the Central Advisory Board of Education has recommended introduction of a large element of non-formal education to cover at least six to seven million illiterates in the age-group 15—25.

The Committee note that the activities for non-formal education have to be different from these for formal education and call for mobilisation of the resources of the entire community for teaching purposes. Teaching is to be based on the skills and arts and crafts of the community to which the Youth belong. The Committee understand that plans have been taken up for orientation of teachers for this new type of education, and for preparation of curricula and materials.

The Committee, recommend that the difficulties in implementing the scheme of non-formal education, may be sorted out as early as possible and time bound programmes formulated, so that the targets originally proposed are accomplished. As the programmes of non-formal education concern mainly non-student youth, the Committee need hardly stress the importance of making concerted efforts to enable the programme of non-formal education to reach a large number of non-student youth which has been neglected so long. The Committee would also like that financial constraints should not be allowed to come in the way of implementing this programme which is essentially a developmental measure and will go a long ways in making non-student youth literate and skilled to make a living. The Committee strongly urge that expeditious action should be taken with regard to orientation of teachers, preparation of learning materials etc., so as to start the implementation of this scheme urgently.

Reply of Government

The Government are keenly aware of the importance of the programme of non-formal education for non-student youth and are taking every step to expedite implementation of the programme. As soon as financial clearance is received, the programme will be started in selected districts in every State. In the meanwhile,

action has been started for the preparation of the prototype curricula and learning materials in the Directorate of Adult Education, Ministry of Education. Most of the States and Union Territories have selected the districts in which the programme is to be implemented. Several States have also initiated action in respect of the training of project officers, supervisors and teaching personnel and for the preparation of curricula and learning materials and teacher's guide. Example: Uttar Pradesh and Rajasthan.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 22-11-75]

Recommendation (Sr. No. 158 Para 8.151)

The Committee are gravely concerned at the ever-rising rate of migration from rural to urban areas. While some migration in the very nature of things is natural and necessary, the heavy exodus of talented young-men from rural areas to the cities creates a vaccum in rural area which is hard to fill while it accentuates the difficulties being felt in the urban areas, particularly in the matter of accommodation, sanitation, water supply, public transport and distribution system, etc. This trend can be reversed only if a multi-faceted effort is made to provide essential amenities in the rural areas by way of electric power supply, drinking water, medical and health facilities, etc. and provision of avocation in the field of agro-industries where young persons can earn a livelihood and look forward for advancement.

Reply of Government

This is a matter that calls for a concerted approach by different developmental agencies. However, as programmes for non-student youth in the rural areas gather momentum, it is expected that larger number or rural youth will have opportunities to live a fuller life in their own environment.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Recommendation (Sr. No. 159, Para No. 8.152)

The Committee have in their Sixty-ninth Report already stressed the need for developing growth centres, drawing up a programme for agricultural development, establishment of infrastructure and location of small scale agro-based industries in rural areas. They would like to stress in the present context the need for providing a forum

for a cultural and creative urges of the rural youth. This latter task can be performed by setting up Nehru Yuvak Kendras which should provide opporunities for non-formal education, improvement of skills, development of hobbies etc. by non-student youth.

Reply of Government

Noted. The Nehru Yuvak Kendras programme has been enlarged to cover these objectives.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4 dated 26-2-76]

Recommendation (Sr. No. 100, Para 9.34)

"It is well-known that excellence in games and Sports and the maintenance of a higher degree of physical well-being are the essential ingradients in the progress of a nation. The value of a sound body for a sound mind and the importance of inculcation of habits of discipline, teamwork and adventure need no emphasis. The Committee consider that programmes of physical education and sports should be so organised that a multiplier effect is felt in the whole country so that the resultant awareness and generation of enthusiasm will, apart from creating a sound body of citizens, promote national integration and healthy attitudes to life."

Reply of Government

The Ministry of Education and Social Welfare endorse the views of the Estimates Committee. In this connection the Ministry would like to invite attention of the Committee to the following programmes formulated by the Ministry which are designed to achieve these very objectives:

(i) National Physical Efficiency Drive

The National Physical Efficiency Drive was launched by the Ministry of Education & Social Welfare in 1959-60 to awaken general awareness of the need and value of physical fitness and to arouse enthusiasm among the people for higher standards of physical efficiency and achievement. The Scheme is based on precise and carefully graded physical fitness tests, drawn up separately for men and women, which are carried out every year all over the country on specified days at the testing centres specially established for the purpose. Each battery of tests has three standards laid down from 'moderately easy' to 'fairly difficult'. The highest standard is

the 'Three Star', the next is 'Two Star' and the third and the easiest is the 'One Star' standard. The winners are awarded metallic badges and merit certificates according to the level of their performance. Since the inception of the Scheme in 1959-60 over 110 lakh persons of various age groups from all over the country have participated in the Drive.

A national level competition for the 'National Awards' in Physical Efficiency, providing for a maximum of 20 Awards, is also organised every year for the persons who reveal proficiency of a very high order.

The Scheme is being implemented through the State Education/ Youth Welfare Departments, selected Central agencies etc.

(ii) Bharatiyam (Mass Youth Rallies)

The Bharatiyam programme is designed to involve mass participation of Youth between the age groups of 12—19 in a massive programme of Physical Education, fitness and national integration. The programme covers activities like Physical Education Exercises, Gymnastics, Pyramids, Lezim, Yoga Exercises, Group Singing, Folk Dances etc. The First Bharatiyam was organised in 1972-73 as a part of the 25th Independence Jayanti Celebrations and provided for simultaneous Mass Youth Rallies at State Capitals as well as at New Delhi involving about one lakh of Youth. At the National Rally at New Delhi about 5000 Youth-boys and girls-participated.

A scheme has been drawn up for organising the Second Bharatiyam during the Fifth Five Year Plan Period and a provision of Rs. 85 lakhs has been accepted by the Planning Commission for the programme, in principle. The programme envisages Mass Youth Rallies in successive years of the Fifth Five Year Plan period at block level, district level, State level culminating in a National level Rally with a participation of 5,500 selected Youth from all over the country. The total involvement of Youth in the Second Bharatiyam programme during the Five Year Circle is estimated to be 55 lakhs. However, due to financial constraints, no financial provision could be made during the current year. Efforts are being made to revive the programme during the current year itself, with enhanced participation, so that mass Youth rallies are organised at the block level, district level, State level and National level, in successive years as originally planned.

(iii) *Rural Sports Tournaments*

During the Fourth Five Year Plan programme of organisation of Rural Sports Tournaments from block level up to National level was initiated. Five such tournaments have been held so far annually, involving each year about 8 lakh rural youth in competitive sports. The basic policy now is to broad base sports activities to cover the vast rural and tribal youth in the country under active sports. It is proposed to cover by the end of the 5th Plan, 80 lakh youth under this programme in active collaboration with State Governments. The Nehru Yuvak Kendras set up in various districts also help in promotion of sports and games in rural areas. These Kendras are now provided with the services of two coaches each to motivate rural youth in active sports.

To encourage sportsmen in the rural and tribal sectors under the age of 16 years, stipends are granted on *ad hoc* basis to selected sportsmen spotted in the All India Rural Sports Tournaments organised by this Ministry through Netaji Subhas National Institute of Sports.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 27-12-75]

Recommendation (Sr. No. 161, Para 9.35)

The Committee note that for non-student youth, a scheme of Rural Sports Tournaments for broad basing games at the grass root level has been launched to bring the Rural and Tribal youth in the mainstream of India Sports. The Committee consider this to be a step in the right direction. The Committee recommend that the scheme should be continued meaningfully with the aim of benefitting a large number of youth. There is scope for discovery of budding talent, who should be encouraged and developed into sportsmen of repute.

Reply of Government

The recommendation is noted. The scheme is being continued with some modifications which were considered necessary by the National Rural Sports Committee headed by the President, All India

Council of Sports. This Committee recently reviewed the scheme and felt that in view of the great spurt in activities of the Rural Sports Programme in recent years and growing number of participants, it has become difficult for a State to host the meet with about 1500 participants. The Committee therefore made the following changes in the implementation of Rural Sports Programme:

Group Allocation of Events

In order to make Rural Sports Programme more effective, it has been decided to distribute various events covered under the programme into 4 main groups. They are:

Group I—Athletics, Football and Basketball.

Group II—Hockey and Volleyball.

Group III—Swimming and Gymnastics.

The organisation of competitions under a group will be left to the charge of a particular State Sports Council who will be given necessary assistance by the Netaji Subhas National Institute of Sports, Patiala.

National Rural Games

It has been decided to hold one in 4 years, the National Rural Games where competitions for all the events covered under the programme will be organised at one place. The next National Rural Games are likely to be held in 1978.

A list of talented boys and girls spotted in the V All India Rural Sports Tournament has been circulated to the concerned State Governments requesting them to take special care of these talented boys and girls in giving them training etc. on scientific lines through the coaches employed by the State Governments or the NIS Coaches working in these States so that they can be fully groomed.

Last year, the Rural Hockey XI was entered into Jawaharlal Nehru Junior Hockey Tournament and it lost to B.S.F. in the finals by a solitary goal. Encouraged by the result, it is proposed to seek the approval of the National Sports Federations for the entry of Rural XIs in Junior Basketball, Football, and Volleyball Championships etc. and also to facilitate their participation in individual events like Athletics and Swimming.

The sports programmes of the Ministry were recently reviewed by a group of M.Ps. This group drew up a set of guidelines for the development of sports, games and physical culture. With regard to broad-basing of sports and games activities the group felt that vast number of youth in rural and tribal sectors should be covered. For this purpose it is proposed to start one youth club in each panchayat. These clubs, which will be called, Nehru Youth Clubs, would organise on a regular and sustained basis, sports and games activities in indigenous games and other popular in the area.

Talented youth will be encouraged to participate in Inter-Panchayat, Inter-Block and Inter-District Sports Tournaments. The programme of creating a mass movement in sports, games and physical culture shall have precedence over competitive aspect of sports.

The Chief Ministers of all States have been requested to issue instructions to their concerned departments to ensure proper and effective implementation of the above programme.

It is hoped that with the guidelines set out by the group of M.Ps. and the revised scheme of Rural Sports Tournament, it will be possible to discover budding talent and channelise them into good sportsmen.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 27-12-75]

Recommendation (Sr. No. 162, Para 9.36)

The Committee are concerned to note that there is no progress in the scheme which was initiated in 1971-72 for development of playfields to provide facilities in towns for large groups of people to par take in healthy open air activities. The Committee would like to lay stress on the need for providing this basic facility for sports and giving protection to open spaces in small and big towns for children's parks, playfields and Stadia, especially when the problem of population in assuming serious dimensions.

Reply of Government

The recommendation is noted. Though the scheme was introduced in 1971-72 there had been little progress in its implementation, partly due to the ban on new construction works and partly due to inability of the States to raise matching funds as required under the scheme. There has also been scarcity of open areas which have been disappearing and put to alternative use. This matter was also

considered in the meeting of the State Sports Ministers, Presidents of State Sports Councils and President/Members of the All India Council of Sports held on the 2nd and 3rd November, 1974. It was agreed in the meeting that State Government would take suitable steps including enactment of legislation as necessary, for the preservation and improvement of open spaces in urban and rural areas for palying fields.

It is hoped that with the enactment of above legislation by the State Governments and availability of funds etc. it would be possible for State authorities to avail the facility of financial assistance provided under the scheme.

In the guidelines recently drawn up by a group of M.Ps. for the development of sports, games and physical culture it is provided that State agencies shall ensure provision of Physical facilities like utility Stadia, playground, playfields, gymnasia etc. in areas where such facilities do not exist. It is further stressed that priority should be given to provision of basic facilities, and expenditure on prestigious sports structures should be avoided. The State Chief Ministers have been supplied with these guidelines and have been requested to ensure their implementation.

It is hoped that with implementation of these guidelines and the steps which State Governments have agreed to take to preserve open spaces for use as playgrounds, parks and stadia etc. the facility of Central financial assistance provided under the scheme will be fully utilised.

[Ministry of Education & Social Welfare (Department of Education) O.M.No.G.25013/1/75-IF.4, dated 27-12-75].

Recommendation (Sr. No. 163, Paras 9.37 and 9.38)

The Committee note that one of the main objectives in the Fifth Plan is to increase the coverage of facilities for Physical activity and healthy recreation and to provide games and sports in all schools. The Committee also note that a consensus has been reached at a meeting of States Education Ministries, State Sports Committees etc. that the State Governments should consider the possibility of making physical education, sports and games compulsory at the school level and making participation therein a pre-condition of eligibility in school examinations and for qualifying therein.

The Committee would urge that physical education, sports and games should be made compulsory at all levels in the schools. The

Committee would also like Government to examine the feasibility of making it compulsory in colleges. This would require detailed planning and organisation to provide the necessary facilities which should be undertaken without delay."

Reply of the Government

The Ministry of Education and Social Welfare endorse the recommendation of the Estimates Committee that Physical Education and Sports and Games should be made compulsory at all levels in the schools. It may, however, be submitted that Education being a State subject the matter falls within the purview of the State Governments. The State Governments have, however, been requested from time to time by the Ministry as indicated below to take necessary steps for making Physical Education and integral part of the school curriculum:—

1. An integrated multipurpose programme of Physical Education "National Fitness Corps" was formulated for the Middle, High/Higher Secondary Schools and it was recommended to the State Governments in 1965 for its adoption as one of the curricular activities for the Middle, High/Higher Secondary Schools replacing the then existing different programmes of Physical Education, National Discipline Scheme, Auxiliary Cadet Corps. For the Primary stage of Education, however, the Model Syllabus of the 'National Plan of Physical Education and Recreation' which was earlier recommended to States was to continue.

2. On the basis of the recommendations made by the erstwhile Central Advisory Board of Physical Education and Recreation, it was recommended to the State Governments in 1967 that:—

(i) The National Fitness Corps Programme should be made a compulsory subject for the House Examination up to one standard below the School Leaving Certificate stage;

(ii) The National Fitness Corps Programme should be made one of the Elective subjects at the S.S.C. college examination; and

(iii) Physical Education should be introduced as an elective subject at the school and college level.

The suggest Model syllabi, recommended by the Board in respect of (i), (ii), (iii) above, were also circulated among the State Government.

3. The Meeting of the State Sports Ministers, Presidents of the State Sports Councils and the Members of the All India Council of Sports, convened by the Ministry of Education and Social Welfare, also considered this question and recommended as under:—

> "The State Governments would seriously consider the possibility of making Physical Education, Sports and Games compulsory at School level and making participation therein a pre-condition of eligibility in school examination."

This recommendation has been brought to the notice of all the State Governments/U.T. Administrations for initiating follow up action for its implementation. From the reports received so far, the State Governments/U.T. Administration of Orissa, Punjab, Tamil Nadu, Tripura, West Bengal, Goa Daman & Diu, Lakshdweep have made Physical Education/Sports and Games compulsory subject at school level. Others are considering the proposal.

4. The National Council for Educational Research and Training (NCERT) has developed an "Approach Paper" "Curriculum for the Ten Year School" in which 'Health and Physical Education', which includes Games and Sports also, has been proposed as a compulsory subject for the first ten year schooling. This envisages a broad-based programme of Physical Education, Sports and Games which should be so designed as to ensure participation in it of the entire student population from the Primary to lower Secondary stage.

As regards the Committee's recommendation about examining the feasibility of making Physical Education, Sports and Games compulsory in colleges, the University Grants Commission considered the recommendation and these agreed with the view of the Estimates Committee that it would be desirable to involve the largest number of students in activities such as Physical Education, Sports and Games. The Commission has, however, expressed the view that while it may be possible to make one of these compulsory along with N.C.C. or N.S.S., this could only be achieved if necessary facilities and adequate funds are provided for the purpose.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sl. No. 164, Para No. 9.39)

"The Committee are constrained to note that Yoga is not receiving the attention it deserves in the country of its origin whereas it is attracting increasing attention in many foreign countries. The

Committee would, therefore recommend that Yoga which is stated to tone up the system, increase the capacity for physical endurance and to possess curative values should be introduced in Schools and Colleges. They consider that it should not be difficult to do so as the Yogic method of exercises requires very little space equipment and investment and can be easily introduced with the help of trained Yoga teachers.

Reply of the Government

The Ministry of Education and Social Welfare accept the recommendation of the Estimates Committee that Yoga should be introduced in educational institutions and would like to invite the kind attention of the Committee to the efforts being made by the Ministry in this direction. Taking cognisance of potentialities of Yoga in promoting physical fitness, the Ministry of Education and Social Welfare have a modest scheme for Promotion of Yoga included in the Ministry's development programme for promotion of Physical Education and Sports. Under the Scheme financial assistance to a limited extent is extended to institutions of all India character for promotion of teacher training programmes as well as of basic research in Yoga (*i.e.* research in the over-all effects of Yoga on human life, research with the aim of putting Yoga on firm scientific footing and also research relating to restoration and authentication of ancient and partly lost Yogic literature). The assistance under the Scheme for promotion of teacher training programmes is being extended with the long term objective of introducing Yoga in the educational institutions.

An important feature of the Government's policy on promotion of Yoga relates to introducing Yoga in the educational institutions as a part of the Physical Education programme. For this purpose Yoga syllabus for the school students has been drawn up in consultation with experts and incorporated in the National Fitness Corps programme which has been recommended by the Ministry of Education & Social Welfare to the State Governments for its introduction in the Middle, High/Higher Secondary Schools as a multipurpose programme of Physical Education as an integral part of the school curriculum. In the latest 10 plus 2 pattern of School education, Yoga forms an integral part of the Physical Education subject.

In view of the fact that the first pre-requisite for promotion of Yoga in our educational institutions is to ensure a sufficient number of Yoga-trained teachers who could be entrusted with the implementation of the programme, besides extending financial assistance

to Yoga institutions for Yoga teacher training programme, steps have also been taken to incorporate Yoga in the Model Syllabi for training of Physical Education teachers which have been recommended by the Ministry of Education & Social Welfare to the States/Universities for adoption. Thus the Physical Education teacher-trainees are also being provided facilities to acquire necessary training in Yoga to be able to impart instructions in Yoga to the students. Unfortunately, financial limitations have been a major hurdle in launching a massive teacher training programme in Yoga. As against the Fourth Plan allocation of Rs. 6.15 lakhs the actual total expenditure amounted to over Rs. 7.00 lakhs. For the Fifth Five Year Plan a Plan allocation of Rs. 15 lakhs has been earmarked for promotion of Yoga. Within the existing allocations available the Ministry of Education & Social Welfare, in deference to the wishes of the Estimates Committee, will continue to strive for effective promotion of Yoga in our educational institutions.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sl. No. 165, Para No. 10.25)

The Committee are glad to note that one of the important programmes for national integration in the evaluation of text books for Classes I to XI in schools throughout the country with a view to seeing that material likely to promote communal tension and divisive tendencies is excluded from them. It is noticed that the evaluation is done independently by three separate bodies and that in Expert Committee at the Centre does the over all screening. Out of about 1400 books which have been screened so far, the Expert Committee has found that 25 books should not be used in schools, 244 books should be revised and 106 books contains certain portion and which should be deleted. The Committee trust that prompt action will be taken by the State Governments to ensure that the 25 books referred to above are withdrawn and that the remaining 350 books should be brought into use only after the books are revised and got approved.

Reply of the Government

The 25 books have been withdrawn by the States concerned. As regards the other books, modifications suggested are being introduced by the States.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 26-2-76]

Recommendation (Sl. No. 166, Para No. 10.26)

The Committee note that screening of books is complete in respect of all States except four States. The Committee would like Government to pursue this matter with those four States and the other authorities concerned to complete the screening of books expeditiously.

Reply of the Government

Noted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 26-2-76]

Recommendation (Sl. No. 167, Para No. 10.27)

The Committee stress that such evaluations should be on a continuing basis in respect of all new books to ensure that these do not contain any material prejudicial to the interest of national integration. They would like that a suitable procedure is laid down for screening of new books expeditiously, within a specified time, so that the practice grows of obtaining clearance before allowing the books to be used in Educational Institutions.

Reply of the Government

National Council of Educational Research and Training has already decided to conduct evaluation of school text books on a continuing basis.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 26-2-76]

Recommendation (Sl. No. 168, Paras No. 10.44 & 10.45)

The Committee note that National Integration Samitis have been set up in Universities to undertake programmes relating to national integration and promotion of knowledge of history, culture and traditions of the people in various parts of the country. At present 118 Samitis are functioning—61 in Universities and 57 in affiliated Colleges. The activities covered by the Samitis mainly related to organisation of discussions, celebration of National Integration Day and National Integration Week, holding of classes for removing adult illiteracy, organising inter-University, Inter-State and Inter-Regional visits and towns etc. The Committee understand that Government have received certain suggestions for strengthening the

programmes of the Samitis such as Inter-University and Inter-State Student-Teacher Team exchange programme seminars of students drawn from various universities within the State, organising social service camps in different cultural regions, production of material contributing to national integration such as dramas, songs, reading material etc.

The Committee note that there is an uneven number of Samitis in the various States ranging from 23 in Madhya Pradesh, 21 in Tamil Nadu, 18 in Orissa, 11 in Uttar Pradesh to 5 or less in other States. The Committee would have expected a more equitably distribution of the Samitis according to the number of Universities and students in the various States.

Recommendation (Sl. No. 169, Para No. 10.46)

The Committee note that grants amounting to about Rs. 14 lakhs were released to the Samitis during the Fourth Plan and Rs. 20 lakhs have been allotted for the Fifth Plan period. The total number of Samitis is proposed to be increased to 300. The Committee are surprised to note that the Samitis so far functioning are confronted with the problem of maintenance of accounts in respect of the grants released to them.

Recommendation (Sl. No. 170, Para No. 10.47)

The Committee appreciate that the objectives of these Samitis are laudable. They, however, feel that there is a need for concrete programmes of activities for them. The Committee suggest that proper guidelines should be issued laying down a firm procedure for the formulation of the programmes of the Samitis, maintenance of accounts and audit thereof. There should also be a procedure for monitoring the activities of the Samitis with a view of finding out whether the activities have been commensurate with the amount spent.

Recommendation (Sl. No. 171, Para No. 10.48)

The Committee note that no Review has so far been carried out to find out whether the Samitis are fulfilling the objectives for which they were set up. The Committee consider that it is high time that a formal evaluation of the working of the Samitis is carried out with regard to their programmes and performances and that the decision to expand the number of Samitis should be taken only on the basis of the lessions drawn from such evaluation.

Recommendation (Sl. No. 172, Para No. 10.49)

The Committee would also like the Government to explore the possibilities of integrating the National Integration Samitis with the National Service Scheme which is run in the colleges. This will also ensure a wider coverage.

Reply of the Government

The Ministry has since set up a Review Committee on National Integration Samitis under the Chairmanship of Shri T. K. Tope, Vice-Chancellor, Bombay University to consider:—

1. Working of the existing Samitis;
2. Ways and means of reactivising these Samitis;
3. The establishment of new Samitis; and
4. Explore possibility of coordination between the National Integration Samitis in Universities and Schemes for students youth, such as National Service Scheme.

Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 26-2-76]

Additional information sought

It has been stated that a Review Committee on National Integration Samitis has been set up and the time limit laid down for the submission of the Report may please be intimated.

(L.S.S. O.M. No. 5/6/EC/75, dated 30-4-76)

Reply of the Government

The Review Committee set up for the National Integration Samiti met for the first time on 28th November, 1975. The Committee was expected to give its report in six months' time. The members of the Committee are visiting different areas to study the problems of national integration on the spot. Some delay is now expected and

the Committee was requested for extension of two months time. The Report is likely to be received by July, 1976.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 1-7-76]

Recommendation (Sl. No. 173, Para No. 10.67)

"The Committee note that camps are conducted by NCERT to provide opportunities for the exchange of visits by groups of school children from one part of the country to another. Under this scheme camps are organised for 10 to 15 days duration in which participants from schools from 4 to 5 different States stay in a school in a sixth State. The Committee are glad to note that the scheme is working very satisfactorily. The effect of such camps to foster the spirit of national solidarity in the impressionable minds of the young children, apart from its educative influence, needs no emphasis. The Committee note that for this programme only Rs. 2.00 lakhs were provided for in the Budget Estimates for 1973-74, out of which nothing was spent. The Committee feel that the programmes should be carried on a sustained basis so as to further consolidate the advantages gained and to effect improvements in the light of experience."

Reply of the Government

During 1973-74, the NCERT organised 8 national integratior Camps for school children in which 760 students participated. The expenditure on these camps was met from the unspent balance of Rs. 4.70 lakhs carried forward by the NCERT from the previous years and, therefore, the budget provision of Rs. 2.00 lakhs was not spent during that year. In 1974-75, Six such camps were organised involving 570 school children and grants amounting to Rs. 2.44 lakhs were sanctioned to the NCERT. The programme for 1975-76 includes the organisation of 10 such camps and a total expenditure of Rs. 3.25 lakhs has been approved for the purpose.

The scheme has been expanded with effect from 1974-75. Besides Camps for school children camps exclusively of Primary and Secondary teachers have been introduced with a view to promoting National Integration in Educational Institutions. Under this programme, teachers are drawn from different sections/regions and linguistic groups and they camp together for a period of 15/7 days. The NCERT have held two such camps during 1974-75 covering 200 teachers—One of these camps was exclusively for women Teachers. More such camps are being organised in 1975-76. Upto the end of

July, 1975 three camps involving over 200 teachers have been held. Four more camps involving 400 teachers are likely to be organized in October-November, 1975.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-IF. 4, dated 27-12-75]

Recommendation (Sr. No. 174, Para 10.68)

The Committee also welcome the language environment camps held by the Central Institute of Indian Languages, Mysore, through the Regional Language Centre, as part of the Scheme of inter-school camps enabling the children to learn the language of the area in which they camp.

Reply of the Government

Noted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (Sr. No. 175, Para 10.69 & 10.70)

The Committee consider that Youth Festivals which enable the participation of youth from different States, provide a forum for promoting a sense of unity amidst the rich diversity of the cultures and habits of different regions, by enabling them to live together to understand each other, and to give expression to their artistic and creative faculties. Financial stringency has been stated to be responsible for not holding these important festivals.

The Committee would like to point out that the festivals, if conducted on the right lines, would be a powerful factor for promoting national and emotional integration, besides giving scope for expression of the artistic and cultural attainments of youth of different regions. The Committee would, therefore, urge Government to consider holding of frequent youth festivals to begin with at the Block and District levels and thereafter such festivals may be gradually extended to the State and national levels. The Committee suggest that youth festivals should be multi-divisional providing for dramatics, debates, discussions, music, sports, crafts etc.

The Committee envisage that a time will come when it will be possible for the festivals to be held including both student and non-student youth.

Reply of the Government

Noted: Efforts have been initiated to formulate a programme of Youth Festivals on a continuous basis.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (Sr. No. 176 Para 10.71)

The Committee would also like to emphasise the need for programmes for exchange of visits of student and non-student youth from one State to another which will enable them to learn about the common cultural heritage and develop insight into customs and habits of the people of the other States. Such a group of youth may consist of about 50 student youth and 50 non-student youth. The Committee consider that a regular programme of such visits should be encouraged through concessions in the matter of hostel accommodation, railway travel etc.

Reply of the Government

The Government accept in principle the above Recommendation of the Committee. A draft Scheme, envisaging exchange of youth delegations at inter-State level, has been formulated and is presently under consideration. The new Scheme is expected to be operated as a supplement to the 'Youth Leadership Training Programme' and will cover the suggested exchange of visits of both students and non-students.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 27-12-75]

Recommendation (Sr. No. 177, Para 10.72)

The Committee would like to point out that another effective method for promoting national integration will be for a group of youths from one State to participate in some constructive nation building activities such as road building and work projects, social

service etc. in another State. The Committee consider that travelling together and working together for a social objective would be a powerful factor for cementing mutual ties. The Committee would like Government to examine the matter and promote such work-party excursions.

Reply of the Government

The Recommendation is accepted. The National Integration Samitis set up in various universities and Colleges provide for such programmes.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 27-12-75]

Recommendation (Sr. No. 178, Para 10.73)

The Committee are glad to note that national integration was also one of the objectives in the orientation programmes which is conducted for bringing together school teachers from different parts of the country for acquainting them with regard to curriculum development etc. The opportunities so provided for teachers from different states to live together and inter-act with each other, can become strong factors for fostering national integration. The Committee consider the role of such emotionally integrated teachers can be very significant for communicating the spirit of national integration to the children under their charge and to community in their areas. The Committee also consider that there may be similar programmes for women teachers.

Reply of the Government

The recommendation is accepted.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 27-12-75]

CHAPTER III

RECOMMENDATIONS WHICH THE COMMITTEE DO NOT DESIRE TO PURSUE IN VIEW OF THE GOVERNMENT'S REPLIES

Recommendation (Sr. No. 14, Para No. 2.11)

The Committee would also urge Government to give fellowships/ grants for such studies to teachers and other scholars to undertake research work in specified fields as per budgetted and time bound programme.

Reply of the Government

The studies on youth can be funded by Planning Commission, Universities, Indian Council of Social Sciences Research and a variety of other agencies and organisation. Youth organisations interested in conduct of such studies would be entitled to grant-in-aid under the scheme of assistance to voluntary youth organisations.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Additional information sought

Please furnish details of the studies made regarding conditions of young people of different categories and the action taken on such studies.

(L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76)

Reply of the Government

The Indian Council of Social Sciences Research has undertaken a number of studies on youth during the preceding years and has still some on-going projects. Significant amongst them are:—

(i) Conflict of Generations;

(ii) Socio-Economic Survey of Non-student youth;

(iii) Psycho-Social Studies of tension in college-going youth;

(iv) Employment pattern of Bhagalpur graduates;

(v) Harijan Elite: their status, network, mobility and role in social transformation;

(vi) Study of Educational problems of Scheduled Castes/ Scheduled Tribes in various areas;

(vii) Soico-Economic studies of students in a College of Delhi University;

(viii) Health problems of student youth in relation to their Sexual behaviour;

(ix) Student movement in India 1905—36;

(x) Mental health in University sutdents; and

(xi) Nehru Yuvak Kendra project in Monghyr district;

A few years back, the Delhi School of Social Work of the University of Delhi also conducted a survey of drug addiction amongst the students of Delhi University. The report was published and supplied to the authorities concerned.

The Ministry is proposing, subject to availability of funds, to undertake, through appropriate expert bodies, an indepth study of youth in the age-group 15—25, covering social, economic educational, cultural and recreational aspects.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75/I.F.4 dated 1-7-76]

Recommendation (Sr. No. 32, Para No. 3.47)

The Committee would also like to be apprised of the result of the pilot project for non-formal education stated to have been carried out in a selected areas of one of the hilly regions in Uttar Pradesh and the details of the strategy evolved for effective implementation on all-India scale.

Reply of the Government

The project has started in academic year 1975-76 and it is felt that it will take at least 5 years to judge whether children have become literate in that area.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4, dated 22-11-75]

Recommendation (Sr. No. 34, Paras Nos. 3.58, 3.59 and 3.60)

The Committee note that in pursuance of the recommendations of the Education Commission made as far back as in 1966, Government have thought of evolving of a broad pattern of education of

10+2+3. The Committee note that the size and nature of the problem of switch over from 1143 pattern of education to 10+2+3 is of gigantic nature and the Ministry of Education have been trying to evolve a consensus to facilitate its implementation. The committee understand that the system of 10+2+3 has been introduced so far in Andhra Pradesh, Karnataka and Kerala only and some progress in this behalf is being made in Maharashtra. Other States are stated to be examining the possibility of introduction of the scheme. The Committee understand that numerous difficulties are being experienced in the implemention of this new pattern.

The Committee have been given to understand that the Central Board of Secondary Education has decided to introduce the scheme from May, 1975, starting with class IXth in Delhi.

They also note that the curriculum as well as the text books therefor are being gone into a Committee and that Government expect that consensus on the subject would emerge towards the end of the year. The Committee feel that as this recommendation of change over to the new pattern has been there for the last 9 years, it should have been possible during all this time to work out in detail the curriculum, the text books therefor, the equipments and other supporting facilities required, try them out on pilot-basis in selective schools in most of the States, evaluate the results along with State Educational authorities and then extend it in a phased manner so as to win the confidence of the people and academicians.

Reply of the Government

The observations of the Committee are noted.

The acceptance of the broad pattern of education of 10+2+3 based on the recommendations of the Education Commission found a place in the National Policy Resolution, 1968. Since then consistent and steady efforts have been made to persuade State Governments to adopt this pattern in consultation with the various agencies in the field. As the change of pattern involves administrative and academic implications, the matter had to be deliberated at various level and action finalised. Most of the States have by now switched over to the new pattern. The matter is under consideration only in four States namely, Haryana, Punjab, Orissa and Tamil Nadu. Difficulties are no doubt being experienced in the implementation of the structure. However, these are being examined in detail in each State and solutions are being found to the circumstances of each State.

The Central Board of Secondary Education has introduced the new pattern. They have also prepared the syllabi and brought out the textbooks for classes 9 and 10 under the new pattern. The curriculum and syllabi for the other classes are also under preparation.

The NCERT had prepared an approach paper on the curriculum for the 10 year school. This was circulated among the States and educationists and detailed discussions were held. Based on these discussions, NCERT has finalised the curriculum for 10-year school which has been circulated to the State Governments and they have been requested to take steps to adopt the curriculum. The NCERT has also initiated action to prepare syllabus for the various classes based on the curriculum. The curriculum drawn up provides for science and mathematics being taught compulsorily in all classes upto 10th class. Work experience has become an integral part of education. The teaching of Science will be based on an environmental approach. The curriculum envisages enrichment of learning experiences to ensure all round development of the students. The NCERT has also taken on hand the preparation of curriculum for the 42 stage. The universities have initiated action for the courses at the under-graduate stage. A Conference of Vice-Chancellors held in September, 1975, has given this matter full and detailed consideration.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4 dated 1-4-76]

Recommendation (Sr. No. 46, Para 3.97)

"The Committee note that the overall teacher student ratio in colleges has increased from 1: 17.2 in 1952-53 to 1: 20.6 in 1972-73 and that in particular disciplines, it is very high. For example it is 1: 46 in commerce, 1: 40 in law, 1: 23 in Arts, etc. The Committee have been informed that subject to availability of funds, it has been the constant endeavour of Government at all levels, to improve the teacher-student ratio. The Committee would like to underline the importance of having adequate number of qualified teachers to cope with the ever increasing enrolments in the colleges and to work with dedication and a high sense of professional responsibility in developing the intellectual attainment of the student. The importance of personal human contact between the teacher and the student for imparting a meaningful education to the student needs no emphasis. This will also minimise the incidences

of student unrest. The Committee, therefore, recommend that Government should take steps to improve the teacher-student ratio in the interests of the integrated development of the students' personality and skills as also to enable better report between the teacher and the student."

Reply of the Government

Government fully shares the views of the Committee in this regard. However, due to paucity of funds and the difficulties in provision of non-plan funds to accommodate the committed expenditure, it has been possible to provide adequate number of teachers to improve the pupil teacher ratio.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/175-IF. 4, dated 26-2-76]

Recommendation (Sr. No. 58, Para No. 3.131)

The Committee find that the Scholarship Schemes carry only 15000 awards for post-matric studies on merit-*cum*-means basis. They recommend that with a view to provide more opportunities to promising children, particularly those coming from working class families in urban areas, landless labour in rural areas, weaker sections of society, Scheduled Castes and Scheduled Tribes and others, the number may be increased progressively. The Committee also suggest that with a view to give a direction to post-matric education, weightage may be given in subjects which are of greater developmental importance.

Reply of the Government

There is a separate Scheme for Post-Matric Scholarships for Scheduled Castes and Scheduled Tribes which is operated by the Ministry of Home Affairs. Under that Scheme a large number of scholarships are given for Post-Matric Studies to Scheduled Castes/ Tribes candidates. Under National Scholarships Scheme operated by the Ministry of Education, scholarships are awarded for Post-Matric Studies to meritorious students subject to fulfilment of Means Test. The candidates who are selected for the award of scholarships under this Scheme are free to study any subject at Post-Matric stage anywhere in India. It is, therefore, not possible to give any special weightage for subjects of developmental importance.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Recommendation (Sr. No. 70, Para 4.23)

"The Committee desire that the tutorial system should be implemented in letter and spirit and genuine academic difficulties of the students should be resolved without delay. Banks of text books and other relevant books should be set up to enable students to borrow costly books and Centres for study for non-resident students should be set up in the colleges and universities.

The Committee consider that more emphasis should be laid on consolidation rather than expansion of the education system and evaluation of the performance of students should be built on sound lines."

Reply of the Government

It has not been possible for the University Grants Commission to assist the universities and colleges for tutorial system, partly because this would require recruitment of additional teachers and there are not enough funds for the purpose, and also partly because there is not much demand for it.

The Commission is already implementing the scheme of Book Banks in colleges. The programme of study centres also helps the students in gaining access to reference and other books kept in these centres during their leisure hours. The Commission has decided to continue and strengthen these programmes.

Consolidation and quality improvement, along with extension of facilities to first generation learners, are the main factors on the basis of which the schemes of universities/colleges for development during the Fifth Five Year Plan are being examined by the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Recommendation (Sr. No. 73, Para No. 4.28)

"The Committee are concerned to note that no time limit has been set for the implementation of the recommendations of Examination Reform. The Committee need hardly emphasise the desirability of laying down a realistic time frame in this regard. They recommend that Government should keep a close watch on the working of the reformed system and review in depth the position from time to time so that timely remedial action is taken in the

interest of fulfilling the underlying objective, The Committee also consider it desirable that in view of the importance of Examination Reform, the progress made from time to time should be specifically indicated in the Annual Reports on the Universities, Ministry of Education etc."

Reply of the Government

Examination Reform is a continuous process and it may not be appropriate to draw up a time-bound programme of its implementation. Further, the measures of examination reform have to be implemented by the Universities, and it seems difficult to place any time-limit on them. The University Grants Commission has taken several steps to secure the commitment of different universities to this programme. In order to keep a close watch on the progress of the scheme of examination reform in the Universities and to review, in depth, the position from time to time with a view to taking timely remedial action, an Implementation Committee has been set up in the University Grants Commission. This Ministry accepts the recommendation of the Committee that there should be a specific mention about the progress made in respect of the examination reforms in the annual report of the Universities. The Universities will be advised to do so. Since the examination reform measures in the Universities are being implemented through the agency of the University Grants Commission, the developments in the field will no doubt be reported in the U.G.C.'s annual report which is laid on the table of the Parliament. A mention in the annual report of the Ministry of Education and Social Welfare would, therefore, be superfluous.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Recommendation (Sr. No. 91 Para No. 5.70)

The Committee would also like to stress the need for the formulation of a sound educational plan for the next fifteen years, which may remove the maladjustment between the educational system and socio-economic needs. Such a formulation should be supported by periodic appraisals so as to ensure adequate and timely remedial action.

Reply of the Government

Although the Education Ministry is vitally concerned with it, education is essentially a State subject. It is, therefore, important

that States formulate a long-term view of the educational development in relation to their socio-economic conditions and the overall development goals. The Ministry of Education will, however, need to keep in constant touch with the States and provide them with technical guidance in this direction. At the time of the formulation of the Five Year Plans, the Planning Commission discusses with the States, the overall perspective and the policies and programmes which have to be implemented in a plan period within the context of this perspective.

The Planning Commission set up the Task Forces on different fields of education and also a Steering Group on Education for advising it on the Fifth Five Year Plan "in the light of the progress expected to be achieved at the end of the Fourth Five Year Plan and against the perspective of overall development envisaged by the year 1988-89". In their reports, the Task Forces and the Steering Group on Education have formulated a development perspective and, within this context, proposed policies and programmes for the Fifth Plan. The Ministry of Education has been closely associated with these exercises.

Constant appraisal of educational policies and programmes is undertaken in the light of the developing situation. While the Planning Commission engages in various exercises on a continuous basis, the Annual Plan discussions with the States and the Central Ministries provide an opportunity to make an assessment of the major programmes, their objectives and performance, with a view to relating them more purposefully to the needs of the country. This assessment helps in adjusting programmes to the emerging situations.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Additional information sought (Recommendation No. 91—Para 5.70)

Please furnish a copy of the recommendations made by the Task Forces and the Steering Group on Education set up by the Planning Commission and the action taken thereon.

(L.S.S. O.M. No. 5/6/FC/75 dated 30-4-76)

Reply of the Government

(a) The Steering Group on Education and Task Forces constituted by the Planning Commission were required to propose prog-

rammes for inclusion in the draft Fifth Plan in the context of 15 to 20 years perspective of education development. At the State levels also, Working Groups/Tasks Forces were set up for proposing a perspective of educational development and the programmes for inclusion in their respective Fifth Plan. The perspectives as well as the programmes for the Fifth Five Year Plan have been discussed by the Planning Commission with the Ministry of Education and Social Welfare, the State Governments and other official organisations at different times. The draft Fifth Plan proposed a number of programmes with the purpose of relating education more purposefully to the development needs of the country. Among others, these included curricular reorientation at all stages of education, introduction of work experience as an integral part of the curriculam, strengthening of science education, vocationalisation of higher secondary education, introduction of job-oriented courses at the university stages non-formal education for adults in relation to their occupational and other needs, diversification of polytechnical education, research and development work on the part of technical institutions in areas significant for economic and industrial development, extension services by educational institutions in the neighbouring areas, etc.

(b) As far as the appraisal of educational plans is concerned, discussions at the time of Annual Plans of the State Governments, the Ministry of Education and other educational organisations provide an opportunity to find out the extent to which the approved educational programmes and policies included in the plans are being implemented and the corrective action which requires to be taken with a view to ensuring that the objectives are fulfilled. The Planning Commission also undertake, from time to time, critical evaluative studies of significant educational programmes and policies. The Government of India have also constituted high level organisations like the University Grants Commission, the National Council of Educational Research and Training, National Staff College for Planners and Administrators etc. which among other things, evaluate the performance of various programmes and policies and provide research and development support to education.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/76-IF.4, dated 30-7-76]

Recommendation (Sr. No. 110, Para 6.42)

"The Committee are informed that it is not an uncommon phenomenon that some teachers who are actively associated with political parties, foment trouble during student unrest. The Committee understand that Government teachers are forbidden to become members of any political party. The Committee stress the desirability of introducing a convention that teachers in non-Government institutions of learning should not also have very active connection with political parties".

Reply of the Government

As teachers are eligible to seek election to Centre and State Legislatures, their connection, with political parties cannot be avoided. The Government, however, agree that teachers should not exploit students for their political ends. Intellectual freedom is the privilage of the teaching community and it is for them to exercise that privilege with restraints.

[Ministry of Education and Social Welfare (Department of Education O.M. No. G.25013/1/75-IF.4, dated 26-2-76]

Recommendation Sr. No. 127, Para No. 7.50)

The Committee recommend that Government may also examine the feasibility of introducing compulsory social service by the students for a period of one year, before awarding Degree to them.

Reply of the Government

The National Service Scheme is now intended to be integrated in the university system with the curriculum so as to broad-base the coverage.

The question of compulsory social service has been earlier examined by the Ministry of Education. At the University level it has not been possible to make the National Service compulsory and universal owing mainly due to lack of financial resources.

There is already a National Service Act, 1972 which provides for registration of all graduate doctors, engineers and technologists for rendering National Service for a period of not more than 4 years. The National Service Scheme on the other hand has been optional.

The suggestion for National Service for a specified period as a pre-condition for the grant of a degree has been examined by the

University Grants Commission. The Commission have suggested some alternatives for achieving the objectives.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 27-12-75]

Additional information sought

It has been stated that the University Grants Commission have suggested some alternatives to the suggestion for making national service for a specified period as a pre-condition for the grant of a degree. The alternatives suggested by the University Grants Commission and the final decision taken in the matter may be intimated.

[L.S.S. O.M. No. 5|6|EC|75 dated 30-4-76].

Reply of the Government

The University Grants Commission suggested that wherever possible, National Service Scheme should be integrated with the University curricula so that the students can acquaint themselves with the rural surrounding and its problems by going there periodically. It also suggested service oriented bias in practicals concerning medical, engineering, agriculture and education to enable the students to use their subject skills in appropriate national service activities.

The suggestions made by the Commission are being examined in the context of the question of introduction of compulsory social service.

[Ministry of Education and Social Welfare (Department of Education O.M. No. G.25013/1/75-I.F.4, dated 1-7-76]

Further information sought

The final decision taken on the question of introduction of compulsory social services in colleges may be intimated.

[L.S.S. O.M. No. 5|6|EC|75 dated 19-2-77].

Reply of the Government

It has been decided not to introduce compulsory social service in colleges.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 30-4-77].

CHAPTER IV

RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE

Recommendation (Sr. No. 5 Para 1.30)

"The Committee would further like to invite attention to the Resolution on National Policy on Education which was adopted by Parliament in 1968 for a radical reconstruction of education for the economic and cultural development of the country, for national integration and realisation of the ideal of a socialist pattern of society. The Resolution, *inter-alia*, has stressed the necessity for linking the school and community closer though suitable programme of mutual service and support with emphasis on self-help, character, formation and sense of social commitment. The Committee note that a vast majority of youth in the country are non-student youth and it is vitally important to activise the immense body of the non-student youth in such a way as to give them identity, self esteem and as take in living productive lives. In this connection the Committee would like to refer to the recommendations made at the Regional Seminar on the Role of Youth in National Development organised by the United Nations, (ECAFE) held in 1970 in which it was suggested to all Member Governments that a national youth policy should be formulated to meet the aspirations of the youth in the country. The Committee regret to note that a national youth policy has not so far been formulated by the Government. The Committee recommend that having regard to the crucial importance of the youth as a vital human resource for the development of the country, it is imperative that a national youth policy is formulated by Government at the earliest to channelise the potentialities of youth for national development and social change. The national youth policy should form an integrated part of national development plans as youth has a distinct potential not only for transformation of society but for over-all economic development of the nation as a whole. The Committee would like that in the formulation of national youth policy, there should be

full and active consultation with the representatives of youth who should also be associated in implementing policies as far as possible".

Reply of the Government

We have noted the Estimates Committee recommendation. Steps have already been taken to activise the non-student youth through various measures.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G.25013|1|75-I.F.4 dated 22-11-75].

Comments of the Committee

Please see paragraph 1.7 of the Report—ChapterI.

Recommendation Sr. No. 6, Para 1.40 & 1.41 and Recommendation (Sr. No. 7, Para 1.42)

The Committee are surprised to note that the National Youth Board has not met after its first meeting held in December, 1970, though according to its constitution, the Board has to meet at least once a year. The Committee are unable to comprehend how the Board will be able to perform its functions effectively unless it meets regularly as laid down in its constitution. Since the Board is an important body for *inter-alia* formulating and sponsoring Youth programmes and to watch the implementation thereof, accreditation of youth organisations and effecting coordination between the various governmental and non-governmental agencies engaged in the promotion of national youth welfare and Youth Service Programmes, the Committee consider that the Board should function as an active body for planning and directing the youth programmes in the country.

The Committee recommend that the meeting of the Board should be held as often as necessary but not less than once a year as provided in the Notification constituting the Board so that it can keep a watch on the developments relating to the various youth welfare programmes in the country and provide the necessary advice and guidance.

The Committee would also like the Government to consider the desirability of suitably reducing the membership of the Board so as to make it a compact body representing all the important official and non-official organisations connected with youth welfare programmes and to enable it to meet more frequently.

Original Reply of the Government

There has been a substantial expansion in youth programmes since the meeting of the National Youth Board. The two main youth service programmes, namely Nehru Yuwak Kendras and National Service Scheme, had separate national level advisory committees. It has now been decided to establish a Committee of the Central Advisory Board for Education on Youth Programme. That Committee would include some State Education Ministers, some educationists, as well as a few young persons working in this field.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Revised reply of the Government

The National Youth Board was constituted in July, 1970. It met only once in December, 1970. The Board though not abolished had become defunct. It has been decided to revive the Board.

The Committee's recommendation that the Board should meet as often as necessary but not less than once a year is accepted in principle.

It has been decided to reconstitute the membership of the Board and while doing so the Committee's recommendation to reduce the membership of the Board and to include representatives of all important official and non-official organisation connected with youth programmes will be kept in view.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 23-12-77]

Comments of the Committee

Please see paragraph 1.14 of the Report—Chapter I.

Recommendation No. 9 Para No. 1.44—and recommendation (Sr. No. 10 Para 1.49)

The Committee are constrained to observe that no follow up action has been taken in respect of the recommendations made by the Board at its meeting held in December, 1970. It appears that there is no machinery to take the follow-up action for implementation of recommendations made by the Board. The Committee, therefore, strongly urge that the Board should be activated and made a more effective body to formulate, implement and monitor different youth programmes. There should also be an effective machinery to

follow-up the recommendations made by the Board and ensure their implementation quickly.

The Committee are concerned to note that the Standing Committee of the Board, and its Sub-Committees have not been set up as required under the constitution of the Board. The Committee are unable to comprehend how the programmes of the Board could be effectively implemented without constituting a Standing Committee. The Committee do not agree with the reasons given for the non-constitution of the Standing Committee. The Committee recommend that in as much as the Standing Committee is to discharge the responsibility of the Board, which includes the coordination and follow-up functions in respect of all youth programmes, the Standing Committee of the Board should be set up without further delay.

Reply of the Government

Please see comments against paras 1.40, 1.41 and 1.42.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Comments of the Committee

Please see paragraph 1.14 of the Report—Chapter I.

Recommendation (Sr. No. 13, Para 2.10)

The Committee consider that a comprehensive view of the needs of youth and the extent to which they are met is essential for the formulation of a long-term strategy for youth. Therefore, with a view to understand the situation of young people and to identify their most urgent needs, the Committee would like Government to obtain reliable data regarding the number of youth, their education and training levels, needs, attitudes, habits, employment opportunities, opportunities for the constructive use of leisure time and the functioning of various youth organisations. In obtaining such data and making studies on the conditions of young people of different categories namely urban, rural student, non-student, educated, semi-educated and uneducated, employed semi-employed and unemployed youth, the practical expertise of youth workers and youth organisations along with research experience of social scientists, should be utilised.

Reply of the Government

The recommendation is accepted in principle. Youth Coordinators have been advised to conduct surveys in different villages to obtain data and study the problems of non-student youth.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Additional information sought

Please furnish the details of the studies made regarding the conditions of youth people of different categories and the action taken on such studies.

[L.S.S. O.M. No. 5|6|ES|75, dated 30-4-76]

Further reply of the Government

The Youth Coordinators have been advised to find out the number of non-student youth in a particular village, their needs and requirements, the local resources that can be mobilised for rural youth uplift. The Youth Coordinators undertake activities like adult education classes, vocational training classes, promotion of sports activities etc. on the basis of the surveys conducted by them.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-7-76]

Revised reply of the Government

The Committee's recommendation is accepted in principles. The manner in which this task should be undertaken would be decided by the Government after taking into consideration the recommendations in this behalf by the National Youth Board, regarding the revival of which the Government have taken a decision.

[Ministry of Education & Social Welfare (Department of Education O.M. No. G.25013/1/75-I.F.4, dated 23-12-77]

Comments of the Committee

Please see paragraph 1.19 of the Report.

Recommendation (Sr. No. 17, Para Nos. 2;25 and 2;26)

The Committee note that during the Fifth Five Year Plan, against provision of Rs. 54 crores (Central Sector) envisaged by the Ministry the draft Fifth Plan has provided for an outlay of Rs. 32

crores only (Central Sector) on youth services which is about 2 per cent of the total outlay on education. Even this meagre provision, has not been finally approved and is subject to revision. The budget provision for 1974-75, *i.e.*, the first year of the Fifth Plan, is only about Rs. 3 crores which is proportionately much less that 1/5th of Rs. 32 crores, envisaged for these services during the whole of the Fifth Plan period. This indicates that due importance has not been attached for youth services even now.

The Committee would like to emphasise that it is high time that the magnitude and importance of the problem of youth welfare in the country, are realised in their true perspective and a high priority accorded for programmes of development of Youth, who constitute the real asset to the country.

Reply of the Government

The recommendation is noted. Efforts are being made to obtain adequate financial allocations for the youth programmes.

[Ministry of Education and Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Comments of the Committee

Please see paragraph 1.27 of the Report—Chapter I.

Recommendation (Sr. No. 21, Para No. 3.9)

The Committee note that Government had taken the initiative for appointing Education Commission, getting a comprehensive report from them as far back in 1966, following it up by a Committee of Members of Parliament who gave their report on the basis of which the National Policy on Education was outlined and adopted in 1968 by Parliament. The Committee are convinced that the parameters for education have already been well laid down by Government and the outline also spelt out. What causes concern to the Committee is the slow and halting progress in the implementation.

Recommendation (Sr. No. 22, Para Nos. 3.10 & 3;11)

The Committee feel that Government should have brought out a comprehensive review indicating the progress made in implementation of the National Policy on Education in 1973, that is, after five Years of the adoption of the policy resolution so that Parliament and the public were made aware of the concrete progress that has been made in pursuance of this Policy. Government should have also

brought up a motion in Parliament to give an opportunity to the Members to have discussion on this. This would have enable the Members of Parliament and the public to express their views before the proposal for the Fifth Plan was finalised.

The Committee recommend that Government should give a detailed progress report either separately or in the annual administration report of the Ministry spelling out in detail the progress made in pursuance of the Education policy Resolution and the provision made therefor in the Fifth Five Year Plan so that Members of Parliament and the public have an opportunity to know the precise progress made and express their views.

Reply of the Government

The recommendations contained in the National Policy Resolution (1968) are to be implemented through the successive Five Year Plans and they have generally been kept in view while finalising the plan allocations both in the Central and the States.

2. Some of the recommendations have been implemented while others could not be implemented due to various reasons, most important being the paucity of resources. This is so because, Education has been given low priority in the Five Year Plans. The percentage of allocation on Education to total plan outlay has decreased from 7.0 in the First Plan to 5.2 in the Fourth Plan. The draft Fifth Plan shows that the percentage will be at a level of 4.6 per cent.

3. The follow-up of the recommendations is being done by the Ministry of Education and Social Welfare through the Plan discussions, the Central Advisory Board of Education, the U.G.C. and the N.C.E.R.T., and the periodic Conferences of the Education Ministers, Vice-Chancellors, Education Secretaries and the Directors of Education of all the States and Union Territory Administrations.

4. It will thus be seen that the Government is constantly seized of the problem of implementation of the National Policy Resolution on Education, Educational Reform is a continuous process and will have to be continued through successive Five Year Plans.

5. The Indian Council of Social Science Research has been entrusted with the task of a comprehensive review of the implementation of the National Policy Resolution by the different educational agencies both at the Centre and the States. A Review Report when received will be considered by the Government in consultation with the Central Advisory Board of Education, U.G.C., etc. The question of implementation of the National Policy Resolution is debated in

the Parliament during the budget discussions of the Ministry, discussions on Calling Attention Notice, Short Notice Questions, Parliament Questions etc. It will thus be seen that the question of implementation of the Resolution is being reviewed by the Parliament from time to time. As regards the Five Year Plans, they are adopted only after the Parliament has approved them. The public is also kept in touch with the various stages of implementation of the Resolution through meetings of the Central Advisory Board of Education, etc., as its proceedings are open to the press and are widely debated in the press.

6. From the foregoing it will be observed that the Parliament, press and the public are being kept informed of the various stages of the implementation of the National Policy Resolution on Education, and there is hardly anything that the Government can do to accelerate the pace of implementation of the recommendations contained in the National Policy Resolution so long as Education receives not as high a priority as it should receive in the Five Year Plans.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Comments of the Committee

Please see paragraph 1.24 of the Report Chapter I.

Recommendation (Sr. No. 25, Para Nos 3.25 and 3.26)

The Committee note that the country today faces a gigantic educational problem which will become more and more complex and acute with the passage of time. A vast mass of children in the country are not receiving schooling despite all the educational progress of the past 27 years after Independence. The situation is even more depressing in rural and backward areas. Unemployment and underemployment among the youth are large and steadily increasing. It is a well known fact that education contributes to increase productivity and the interests of the country therefore demand expansion of educational facilities. The programmes for radical reconstruction of education to suit the needs of the times have also to be carried out. The Committee, however, are concerned to note that Education has been given low priority in the Five Year Plans as evidenced by the comparatively lower allocations of financial resources for Education. The percentage allocation on education to total plan outlay has decreased from 7.0 in the First Plan to 5.2 in the Fourth Plan. The draft Fifth Plan shows that the percentage will beat a level of 4.6 per cent which may further be reduced as the present trend indicates.

The Committee consider that for meaningful accomplishments in the field of youth welfare and national development, education should be given a higher priority as the very structure of a welfare State, rests on the education provided to the youth. Education by itself is a form of economic development i.e. an investment in human resources. The Committee understand that in many countries particularly, Japan there has been a parallel growth of educational expenditure and national income. According to Government's own analysis there is a high correlation between the growth of expenditure on education and the increase of income. The Committee, however, are concerned to note that the Fifth Plan provides for education an outaly of Rs. 17.26 crores only as against Rs. 3200 crores which was orginally proposed. The Committee agree with the Central Advisory Board of Education that the disproportionately severe cuts now imposed on educations will ultimately harm the long-term interests of the nation. The Committee would like to point out that it is high time that the magnitude and importance of the educational problem in the country, is realised in its correct perspection and more funds allotted for education.

Reply of the Government

The Planning Commission has been urged to increase the allocations for education.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Comments of the Committee

Please see paragraph 1.27 of the Report—Chapter I.

Recommendation (Sr. No. 76, Para No 5.19)

As regards the scheme for providing vocational courses, the Committee note that the Government are laying emphasis on non-engineering vocations as they consider that adequate facilities have already been set up for technical training. The Committee feel that the most important factor for the success of vocational training would be selection of suitable courses which would improve employment opporunities for the successful students. The Committee note that Government are proposing to introduce these courses in three selected schools in each district with the help of the survey to be conducted by a separate District Vocational Education Officer in the States to be appointed in this behalf. The Committee however note that the scheme for affording financial assistance to the state

authorities for appointment of these officers is yet to be cleared by the Ministry of Finance. The Committee would like the matter to be expedited.

Reply of the Government

Noted and accepted

The matter is still under the consideration of Ministry of Finance. A meeting was held in the Planning Secretary's room on 18-6-75 to clarify certain points on the suggestion of Ministry of Finance. The Finance Ministry is being requested to expedite the case.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Comments of the Committee

Please see paragraphs 1.36—1.40 of the Report—Chapter I.

Recommendation (Sr. No. 80, Para No. 5.34)

The Committee note that it has been considered worthwhile to introduce work experience especially for the science students, in the context of the present day needs and the educational structure in the colleges. It has also been considered feasible to develop programmes of setting up production units within the colleges, linking small scale industries in the locality with educational institutions and by establishing suitable programmes with the other industries in the area. The Committee agree that such programmes will provide the students invaluable work experience, besides giving an impetus to the economic development of the surrounding regions.

Recommendation (Sr. No. 81, Para No. 5.35)

The Committee are glad to note that certain institutions such as the I.I.T. Department of Chemical Technology and Engineering College at Bhopal have taken up projects from industry and the community for solving. The Committee feel that the experience of these institutions should be studied and lessons drawn there from should be translated for meaningful application on a wide scale to ensure that the Universities and colleges function as 'growth centres' in their respective regions, involving themselves in planning and developmental activities of the region. This will ensure that the institutions of higher learning do not function in isolation from the community, but are enabled to identify themselves with the needs of the community and contribute their share in the country's deve-

lopment as part of a regular programme. Besides, the rich educative experience and sense of fulfilment which the students and teachers will gain thereby would be invaluable.

Recommendation (Sr. No. 82, Para No. 5.36)

The Committee also suggest that suitable weightage should be given in regard to participation of the student in the extension activities of the Universities, while awarding the final degree.

Recommendation (Sr. No. 83, Para No. 5.37)

The Committee note that the University Grants Commission has constituted an Expert Committee to examine the question of linking education, work experience and productivity etc. and that the report is expected to be available within six months time. The Committee would like early finalisation of the report so that the programmes of work experience can be introduced as early as possible in the colleges throughout the country in order that the students may develop valuable insights into the productive process and the use of science therein cultivate the habits of hard and responsible work and gain self confidence.

Reply of the Government

An Expert Committee is at present advising the University Grants Commission regarding measures required for linking education with work experience and productivity. The Committee will take into account the experiences of Universities and Colleges, as also those of I.I.Ts. etc. The Committee has identified a number of laboratory exercises having industrial application and further details of introducing such experiments and workshop technologies are under consideration of the Committee. A programme for setting up Regional Instrumentation centres is also being worked out to be set up during the current Plan period.

The Commission has already brought to the notice of universities and colleges the need for ensuring growing participation of students in development activities taken up under various programmes initiated in the successive Five Year Plans.

The Commission has also taken up a programme of assistance for setting up Centres of Adult and Continuing Education. These centres would organise extension activities, contribute in training of

a cadre of adult educators and bring the universities/colleges closer to the community.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Additional information sought

Please intimate the action on the recommendations of the Committee constituted by the University Grants Commission to examine the question of linking education, work experience and productivity, etc.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

The report of the Committee appointed by University Grants Commission on linking education and work experience has been received and was considered by the Commission at its meeting held on June 3-4, 1976. The Commission has agreed that the report of the Committee may be circulated to the Universities and any proposals received may be considered under the scheme for restructuring of courses at undergraduate level. Further progress of action by the Universities will be intimated to the Estimate Committee in due course.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Further information sought (Recommendation No. 80)

The measures taken to link education with work experience and productivity in the light of the Report submitted by the Committee appointed by the University Grants Commission may be intimated to the Committee.

[L.S.S. O.M. No. 5/6/EC/75 dated 19-2-77]

Reply of the Government

The report of the Committee appointed by the University Grants Commission to examine the question of linking education with work experience and productivity etc. was circulated to the universities and the proposals invited from colleges and universities. The proposals received from the Universities and colleges are being processed in the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 30-4-77]

Comments of the Committee

Please see paragraph 1.43 of the Report—Chapter I.

Recommendation (Sr. No. 84, Para 5.38)

The Committee recommends that while planning the courses for work experience relating to science and industry suitable linkages should be established with the CSIR, National Laboratories, Institutes of Technology, etc., to enable the students to avail of the facilities afforded by them for a more purposeful acquisition of knowledge and skills and their practical utilisation. Similarly, in subject pertaining to humanities, linkage should be established with the organisations in trade and Industry, to provide opportunities to students for meaningful involvement in the practical aspects of business and industry.

Recommendation (Sr. No. 88, Para Nos. 5.51 & 5.52)

As pointed out earlier, the Committee stress that linkage should be established with leading organisations in industry, commerce etc. for providing facilities for practical training and for ascertaining the available job opportunities.

The Committee also recommend that priority should be given for opening such courses in areas of acute un-employment.

Reply of the Government

The Government, the University Grants Commission and National Council of Educational Research and Training are in agreement with the observations of the Committee. The Universities and colleges have been advised by the University Grants Commission to implement the suggestions.

Efforts are being made by N.C.E.R.&T., through the State Governments to introduce work experience in all schools. About 750 teachers were trained by NCERT and the Technical Teacher Training Institute, Madras during the summer vacation. Suitable linkage are also being established with C.S.I.R., I.I.Ts, National Laboratories, Public Sectors Undertakings etc.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Additional information sought

Please intimate the details of the complete steps taken to establish linkage with various institutions for providing facilities for practical training.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

As already stated in the reply of the Government in respect of recommendation Nos. 80—83, the University Grants Commission had appointed an Expert Committee to advise regarding measures required for linking education with work experience and productivity. The report of the Committee appointed by the Commission has been received and was considered by the Commission at its meeting held on June 3-4, 1976. The Commission has agreed that the report of the Committee may be circulated to the Universities and any proposals received may be considered under the scheme of restructuring of courses at undergraduate level. Further progress of action by Universities will be intimated to the Estimates Committee in due course.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 1-4-76]

Further information sought (Recommendations Nos. 84 & 88)

The measures taken to link education with work experience and productivity in the light of the Report submitted by the Committee appointed by the University Grants Commission may be intimated to the Committee.

[L.S.S. O.M. No. 5/6/EC/75 dated 19-2-77]

Reply of the Government

The report of the Committee appointed by the U.G.C. to examine the question of linking education with work experience and productivity etc. was circulated to the universities and the proposals invited from colleges and universities. The proposals received from the universities and colleges are being processed in the Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 30-4-77]

Comments of the Committee

Please see paragraph 1.43 of the Report—Chapter I.

Recommendation (Sr. No. 86, Para No. 5.49)

The Committee consider that an important need of the country is to enable the students to equip themselves with technical skills in addition to acquiring a sound general education. This will provide them a better chance for gainful employment or self-employment, than what purely general education can do. The Committee feel that job-oriented education on the pattern of the optional courses provided by the Delhi University and Madras University is worthy of adoption by other Universities so that a considerable number of youth will acquire the necessary skills and get employed in productive occupations, instead of chasing white collared jobs of which there are not many.

Recommendation (Sr. No. 87, Para No. 5.50)

The Committee would also suggest in this connection the Government may examine the feasibility of introducing short-time courses in hotelliering automobile engineering, radio-engineering, architecture, computor programming, secretarial practice, library science, management sciences, repairs of agricultural implement etc. as part of the Degree Courses to enable youth to find gainful employment after completing the courses.

Reply of the Government

The Central Advisory Board of Education in its meeting held in November, 1974 resolved that 10+2+3 pattern should be adopted by all States and that vocational courses should be introduced at +2 stage. It is envisaged that vocational courses should be directly related to employment|self-employment opportunities. University level education, particularly technical higher education, can be directly linked to productivity and the University Grants Commission has constituted an Expert Committee to examine the question of such linkage. However, job oriented vocational courses can hardly form part of general higher education and, although it might be advisable for different agencies including universities and colleges to offer specific job oriented training alongside university courses, the primary objective of university education is widening of intellectual horizon and development of critical faculty to analyse and understand different situations and issues.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 26-2-76]

Comments of the Committee

Please see paragraph 1.47 of the Report.

Original Recommendation (Sr. No. 92, Para 5.71)

The Committee note that with a view to planning the course of instruction in vocational education at the Higher Secondary stage, a survey is proposed to be carried out regarding the job opportunities for particular vocations in Districts by the District Vocational Education Officer to be appointed for the purpose in every State. The Survey is proposed to be carried out with the assistance of the Institute of Applied Manpower Research, D.G.E.T. and the State Labour Department. The Committee need hardly emphasise the importance of making a correct survey, taking into account the short term and long term needs so that the students who take up vocational education in particular fields can confidently expect to be absorbed by the economy in gainful occupations.

Reply of the Government

The scheme, which has been referred to in this recommendations has been formulated by the Ministry of Education and Social Welfare. While it provides for district surveys with the purpose of identifying needs of manpower of the categories, which can be trained through the programme of vocationalisation, the scheme is still under discussion between the Planning Commission, Ministry of Education and Social Welfare and the Ministry of Finance. The Ministry of Education and Social Welfare are aware of the position.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 22-11-75]

Additional information sought

Please intimate the reasons for the delay in finalisation of the scheme for conducting survey regarding the job opportunities for various vocations.

[L.S.S. O.M. No. 5/6/EC/75 dated 30-4-76]

Reply of the Government

The Education Ministry has proposed a scheme for assistance to State Governments for the vocationalisation of higher secondary education in Draft Fifth Five-Year Plan. The main objective of the scheme is to encourage the State Governments to initiate the scheme of vocationalisation of higher secondary classes in selected districts during the Fifth Plan period and adopt it on a wider and regular basis as a State scheme in the Sixth Plan. The Centre's role in the scheme is mainly to ensure country-wide acceptance of this new concept and assist the State Governments to demonstrate to

students, guardians and public the usefulness and the importance of the scheme of vocationalisation.

The scheme of assistance may cover the appointment of District Vocational Officers who will be responsible for maintaining the scheme at the district level. There will also be assistance for teaching staff who will impart the vocational training and some assistance for the equipment subject to a ceiling. The Central Government will also provide assistance towards the conduct of the survey at the district level.

The details of the scheme have been drawn up and they are under discussion with the officials of the Planning Commission.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 13-9-76]

Further reply of the Government

The centrally sponsored scheme of assistance to State Governments for Vocationalisation of Higher Secondary Education was cleared by the Expenditure Finance Committee in their meeting held on 16th February, 1977. Rs. 2 crores has been sanctioned by the Planning Commission for the implementation of the scheme. The main objective of the scheme is to encourage the State Governments to initiate the vocationalisation of education at +2 stage and to expand and consolidate it on a regular basis as a State Scheme in the Sixth Plan. The scheme has the following main components:

(i) District Vocational Surveys in 150 districts;

(ii) Introduction of vocational courses in 40 selected districts.

The central assistance will be provided for the following items:

(i) Conduct of district vocational surveys;

(ii) Appointment of District Vocational Education Officers;

(iii) Purchase of equipment for vocational courses; and

(iv) Salary of teachers for vocational courses.

The other allied expenses are to be met by the State Governments themselves.

During the current financial year a budget provision of Rs. 70 lakhs has been made. So far we have released Rs. 5.20 lakhs to the 8 State Governments for the conduct of vocational surveys and in-

troduction of vocational courses. This amount includes Rs. 1.30 lakhs released during the financial year 1976-77. The other States have been requested to identify districts for conduct of surveys and apply for financial assistance under the central scheme.

A list of the States and names of the districts selected under the scheme is given in Annexure 'A'*. A copy of the scheme is annexed at Annexure 'B'*.

State of Actual Implementation

In view of the fact that 1977-78 is the first year of introduction of vocationalisation at +2 stage under the centrally sponsored scheme, the actual pace of implementation has not been quite even in all the States and Union Territories. For example in Delhi it was planned that 50 schools would introduce vocationalisation and about 5,000 students would opt for the vocational stream. These projections were arrived at on the basis of a survey conducted earlier by the Working Group for the Organisation of Vocational Education Programmes at +2 Stage in the Union Territory of Delhi. A copy of this report is attached Annexure 'C'*. However, in actual fact, it was possible to provide for vocational stream only in 17 schools and to enrol only 754 students in the various vocational courses. This is mainly due to hesitation on the part of parents to put their wards in the vocational courses. However, efforts will be made to make the parents and children understand and appreciate the significance and basic features of the scheme better in the current academic year so that it should be possible to provide for vocational courses in a larger number of schools during the next academic year and to enrol the requisite number of students.

Compared to the not very encouraging response in Delhi, the scheme has had a satisfactory start in Karnataka. The State Government had planned to provide for vocational courses in 12 institutions and to enrol 1200 students therein. The actual number of students offering to take up vocational courses however exceeded the State Government's estimation resulting in refusal to enrol all the students desirous of joining the vocational courses. A copy of the Government Order issued by the Government of Karnataka embodying the scheme of vocationalisation as obtaining in Karnataka is enclosed for perusal (Annexure 'D')*.

[Ministry of Education & S.W. (Department of Education) O.M. No. G. 25013/1/75-IF. IV dated 12-12-1977]

Comments of the Committee

Please see paragraphs 1.36 to 1.40 of the Report—Chapter I.

*Annexures A to D not printed.

Recommendation (Sr. No. 93, Paras 5.78-5.79)

The Committee note that the Fourth Plan fell short of generating adequate employment opportunities. The Fourth Plan laid stress on increasing employment opportunities and on adoption of labour intensive techniques to the maximum extent possible but the extent of unemployment among educated and technically qualified persons in the country also is a matter of great concern. One of the reasons for unemployment is the craze for white collar jobs. Further the entrepreneurs have been shying away from less developed areas, with the result that there are few employment opportunities in these areas. The Committee hope that the introduction of work experience in schools and colleges, vocational courses in the Higher Secondary stage and job-oriented courses in the universities would help the youth find gainful employment. The Committee consider that there is a vast scope for identifying large number of small jobs and for preparing the youth at the local level, through the vocational courses of education that have been programmed. But that would depend upon the pace at which the new strategy of education in implemented.

The Committee would draw attention in this connection to their observations in the section dealing with work experience and vocational education regarding the need for providing suitable courses enabling the students to develop the values, attitudes and skills for securing gainful employment|self-employment opportunities.

Reply of the Government

The special measures adopted by the Government during the Fourth Five Year Plan created additional employment opportunities both for educated as well as un-educated persons in urban and rural areas. The following table gives details regarding central assistance released, and employment generated during the Fourth Five Year Plan under various employment programmes:—

Programme	Central Assistance released	Employment Generated
	(Rs. crores)	
1. Cash schemes for rural Employment (1971-74)	122·62	3159·10 Lakh mandays.
2. Programme for educated unemployed (1971-74)	102·66	97,000 Employment Opportunities.
3. Special Employment Programme (1971-74)	48·89	2·21 Lakh Employment opportunities and 239 lakh mandays of employment.
4. Half-a-Million Jobs Programme (1973-74)	55·15	3·41 Lakh employment opportunities.

The employment opportunities created through the implementation of special programmes mentioned above, were over and above the bulk of employment provided through the implementation of plan programmes in different sectors during the Fourth Plan period. The rate of growth of the number of job seekers registered with employment exchanges was much less in 1974 than in the previous years as may be seen from the following table:—

Job Seekers Registered with Employment Exchanges

Year ending	Total No. (lakh)	%age growth over the previous year	Educated (lakh)	%age growth over the previous year
(1)	(2)	(3)	(4)	(5)
Dec. 1963	34·2	..	15·3	..
Dec. 1970	40·7	18·83	18·2	19.35
Dec. 1971	51·0	25·35	23·0	26·02
Dec. 1972	63·0	35·22	32·7	42·63
Dec. 1973	82·3	19·16	38·7	18·25
Dec. 1974	83·5	1·66	40·3	3 34

It may be pertinent to mention in this connection that the Special Employment Programme launched during the Fourth Five Year Plan gained considerable momentum towards the end of 1973-74.

The introduction of work experience as an integral part of the curriculum at all stages of education has been emphasis in the draft Fifth Plan. Since work experience has to be closely related to the local environment, the States have developed suitable programmes for the purpose. Apart from providing training in useful skills, work experience is expected to develop healthy attitude to manual work and develop in the students a capacity to utilise locally available raw materials for production purposes. As for vocationalisation, the Planning Commission has emphasised the need for providing such specific vocational training at the post-matric stage, as will be related to local needs considering that the mobility at this level is limited. Apart from providing training in skills required for specific jobs, the programme of vocationalisation is expected to enable a person to be self-employed after he has completed his training.

The Ministry of Education have formulated a scheme for the vocationalisation of higher secondary education. Under this programme, training is to be provided in skills for which institutional facilities do not either exist or are insufficient. However Scheme is still being finalised.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Comments of the Committee

Please see paragraph 1.36—1.40 of the Report—Chapter I.

Recommendation (Sr. No. 95, Paras 5.81—5.82)

The Committee Note that emphasis is laid in the Fifth Plan for generation of more self-employment opportunities to the extent possible. The Committee note that the range of efforts required for creating opportunities for self-employment covers infrastructural development, establishment of ancillaries, promotion of agrobased industries in the rural areas, organising of industrial cooperatives etc. The Committee would like Govt. to spell out a concrete programme of action for involving the youth in gainful self-employment by providing them the necessary facilities like financial and technical assistance.

The Committee would like Govt. to carry out evaluation of 'Half-a-Million' jobs programme, carried out during the Fourth Plan so that the lessions thrown up as a result of such evaluation may be used for devising suitable schemes which could make a real impact on generating self-employment opportunities.

Reply of the Government

The Draft Fifth Plan Document lays emphasis on measures to increase self-employment opportunities by (a) proper indentification and motivation of suitable persons; (b) provision of requisite on the job or other professional training and consultancy services and preparation of projects to back the efforts of individuals; (c) effective arrangements to provide infrastructural facilities raw materials and marketing; and (d) proper institutional arrangements which would enable the maximum financial support from banks and other financial institutions with the minimum necessary involvement of government funds.

In keeping with the approach outlined above, the Employment Promotion Programmes was started in 1974-75 with an original Central Budget allocation of Rs. 40 crores. This programme was designed to focus attention on self-employment schemes for the educated unemployed. The main objective of the Programme was that educated unemployed persons desirous of taking up their own econo-

mic activities would be given suitable training and thereafter enabled to obtain bank|institutional finance. Margin Money|seed capital in the form of soft loans was made available under this programme to those persons who did not have enough resources of their own. Provision was also made for schemes of infrastructure development through industrial and commercial estates besides consultancy services.

During 1974-75 schemes of a total outlay of Rs. 24.54 crores with an employment potential of 1.57 lakhs, were sanctioned under this programme for implementation by different States/Union Territories Rs. 10 crores have been provided in the Central Budget 1975-76 for providing assistance to the States|Union Territories for completion of the Schemes taken up by them in 1974-75.

Besides other sectors, the programme for the development of the small industries sector is also expected to create opportunities for self-employment. These development programmes, supported by appropriate policy measures, are implemented by the Central and State-level organisations and institutions concerned as well as the financial institutions. Broadly speaking, barring the programme for the development of khadi and village industries which are implemented directly by the Khadi & Village Industries Commission and State Boards for these industries through registered institutions and co-operative societies, the bulk of the development programmes for other small industries like of infrastructure of faculties provision of training and common service facilities, factory accommodation in industrial estates, organisation of industrial cooperatives, etc., are implemented by the State Governments. These programmes are supplemented by Central programmes for Industrial Extension Services including training of technically qualified persons and promotion of ancillary industries, research etc., Financial requirements of artisans, craftsmen, skilled and other technically qualified persons are being met increasingly by the financial institutions. Several State Govts. have already made institutional arrangements for providing a package of consultancy and financial assistance to enable small entrepreneurs to set up their own small scale industries. Most of the State Governments are also providing certain fiscal and other incentives for promotion of small scale industries.

An evaluation of the various special employment programmes including the Half-a-Million Jobs programmes has already been taken up by the Programme Evaluation Organisation of the Planning Commission. A note giving objectives and scope of this evaluation study is given in reply to recommendation No. 95.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Comments of the Committee

Please see paragraph 1.51 of the Report—Chapter I.

Recommendation (Sr. No. 96, Para 5.89)

"The Committee note that the Committee on Unemployment (1973) had recommended that larger employment opportunities could be generated by adopting technologies suitable for our labour abundant economy and that modern type of technology should not be imported without reference to Indian conditions and that the use of highly sophisticated or automated machinery should be discouraged. The Committee understand that this recommendation, which has already been endorsed by the Planning Commission, is still under consideration of the Government. The Committee would, therefore, like the Government to take a final decision in this matter expeditiously, as it will go a long way to activate the economy of the country and provide more employment opportunities."

Reply of the Government

The following centrally Sponsored Schemes intended mainly to accelerate creation of employment opportunities have been taken up in the last few years:

(i) Programme for Educated Unemployed 1971-72 to 1973-74.

(ii) Special Employment Programme 1972-73 to 1973-74.

(iii) Crash Scheme for Rural Employment 1971-72 to 1973-74.

(iv) Half-a-Million Jobs Programme 1973-74.

(v) Employment Promotion Programme 1974-75.

For the Schemes already sanctioned under the Employment promotion Programme, suitable assistance would be extended in 1975-76.

These Special Employment Programmes have been undertaken to create an impact on the rural employment situation as also on the urban employment situation, especially for the educated unemployed. Some of these schemes have resulted in creation of jobs in Government and some others have intended to remove bottenecks in absorption of trained manpower in jobs outside Government i.e. in Co-operatives or individual enterprises or in self-employment.

The basic issues that arise in this connection appear to be the following:—

(a) How far is the creation of jobs in Government related to Plan needs or other priority needs?

(b) How far have the new additional stimuli helped to create employment outside Government especially self-employment. To what extent have the new elements supplemented or substituted other pre-existing supports?

(c) How far have the training activities resulted in genuine adaptation of manpower or skills to the requirements of the market or for stimulating self-employment?

(d) In regard to the impact on the rural employment an assessment would be attempted on the extent of productive assets created, the extent of income accrued to the weaker sections among the rural unemployed or underemployed, the availability of alternative sources of employment on public works through Plan or non-Plan activities of Government.

The nature of schemes or activities undertaken, the quality of formulation and implementation, the benefits arising out of the investments, the degree of wastage or lack of completion of works etc. would also be looked into.

To develop a suitable Study Design and to test it before launching an all India Study, it is proposed to take up the work first in Maharashtra, Gujarat and West Bengal.

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G. 25013/1/75-I.F. 4, dated 22-11-75]

Additional Information Sought (Recommendation No. 96 Para 5.98)

Please intimate the decisions taken on the recommendations of the Committee on Unemployment that larger employment opportunities would be generated by adopting technologies suitable for our labour abundant economy and that modern type of technology should not be imported without reference to Indian conditions and that the use of highly sophisticated or automated machinery should be discouraged.

(L.S.S. O.M. No. 5/6/ES/75 dated 30-4-76)

Reply of Government

The recommendation of the Committee on Unemployment to which a reference has been made in the 79th Report of the Estimates

Committee (5th Lok Sabha) on the Ministry of Education and Social Welfare *vide* Recommendation No. 96 (para 5.89), refers to recommendation No. 138, which reads as follows:—

Recommendation No. 138 of the Committee on Unemployment (1973)

"(138) Larger employment opportunities could also be generated by adopting the types of technologies suitable for our labour abundant economy. Care should be taken to see that modern type of technology is not imported without reference to Indian conditions. In the selection of technology or in the modernisation of industry, the use of highly sophisticated or automated machinery should be discouraged." (Para 8.15).

2. The recommendations made in the Report of the Committee on Unemployment were examined by an Inter-Ministerial Working Group constituted by the Planning Commission comprising representatives of the Planning Commission and the Ministries of Labour (D.G.E.&T), Finance, Industry and Civil Supply, Works and Housing, Shipping and Transport, Department of Banking and also representatives of the State Governments of Uttar Pradesh, West Bengal Government of Maharashtra and Kerala. The Working Group's Report was received in the Ministry of Labour in April, 1974. The Group considered most of the 221 recommendations made by the Committee and made a number of suggestions on the approach to employment generation. The Group, *inter-alia* suggested a number of action points for concerned Ministries/Departments for obtaining orders of the Government on the recommendation concerning them and suggested that the Ministry of Labour may take up follow-up action on the recommendations of the Committee. The views of the Inter-Ministerial Working Group on the Recommendation No. 138 of the Committee on Unemployment as contained in para 3.37 of their Report are as follows:—

"3.37. The Committee's recommendations 138, 140, 172 and 173 seem to be inter-related. They deal with the need for circumspection in importing modern type of technology which does not suit the country labour-abundant economy and discouragement of use of automated machinery: the necessity for "continued functioning at the existing levels of traditional village and small industries" as these industries are considered to be of critical importance in preventing the accentuation of the present unemployment situation and the need for making these industries economically

viable over a period of time by ungrading their technology, the strengthening of the Appropriate Technology Cell constituted in the Ministry of Industrial Development and encouragement to be given to the development of indigenous technology by supporting the activities of the National Research Development Corporation, the Council of Scientific and Industrial Research etc. The Group generally endorse these recommendations subject to the proviso that greater scope should be created for expansion of employment opportunities in the traditional village and small industries on the lines broadly indicated elsewhere precisely for the reason that they have the capacity to absorb the unemployed and the under-employed particularly in the rural areas."

3. In pursuance of the suggestion of the Inter-Ministerial Working Group (as mentioned in para 2 above), the Ministry of Labour (DGE&T) remitted the recommendations of the Committee on Unemployment along with the Working Group's views thereon, to concerned Ministries/Departments for obtaining Government's orders thereon. Recommendation No. 138 of the Committee was referred to Ministry of Industry and Civil Supply (Department of Industrial Development). The final decision on the recommendation No. 138 of the Committee communicated by that Ministry, which has the approval of the Minister of Industry and Civil Supply, is as follows:—

Recommendation No. 138 of the Committee on Unemployment—Final decision of the Ministry of Industry and Civil Supply (Department of Industrial Development).

"The recommendation is noted. The Foreign Investment Board considers applications for import of technology in accordance with guidelines prepared for the purpose. Government policy in regard to foreign technical and financial collaboration is selective. Collaborations are permitted only in fields of high priority and in areas where import of foreign technology/capital is essential. Illustrative lists of industries where foreign technical collaboration/capital participation may be permitted have been published for the general guidance of the entrepreneurs. In general, care is taken to ensure that the type of technology imported is suitable to Indian conditions. However, there is no specific guidelines requiring that the use of highly sophisticated or automated machinery should be discouraged having regard to our labour abundant economy. This

recommendation is however, acceptable in principle and will be placed before the Foreign Investment Board to be taken note of."

[Ministry of Education & Social Welfare (Department of Education) O.M. No. G.25013/1/75-I.F.4 dated 30-7-76]

Comments of the Committee

Please see paragraph 1.51 of the Report—Chapter I.

SATYENDRA NARAYAN SINHA,
Chairman,
Estimates Committee.

NEW DELHI;
Dated March 14, 1978.
Phalguna 23, 1899 (*Saka*).

APPENDIX I

(*Vide* reply to recommendation at S. No. 18)

Programmes for non-student Youths in Fourth and Fifth Plan

1. *Nehru Yuvak Kendras*

185 Kendras have so far been sanctioned in various States and Union Territories. 93 of these are, at present functioning. The remaining are in the final stages of establishment. The number of Kendras sanctioned in 1975-76 is 75. With this, about half of Districts in the country are covered by the programmes of Nehru Yuvak Kendras. It is expected that by the end of the Fifth Plan, the programme will be extended to cover the entire country.

Programmes of non-formal education, vocational training, sports, games and physical education, cultural activities and social service constitute the core element in the activities of the Nehru Yuvak Kendras. On an average, a provision of Rs. 20,000/- per year is utilised by a Kendra in organising these core programmes. Besides the Kendras help in fuller utilisation of funds available under different schemes of the Central and State Governments.

The Kendras have been organising, on a continuing basis, programmes of non-formal education which consist of adult literacy, functional literacy and literacy campaigns. Reading room and library facilities are also provided. Literacy classes for a batch of adults normally continue for a period of 3—6 months and after that fresh batches are enrolled.

Under the programme of vocational training, the Kendras organise training programmes in selected fields in which opportunities for self employment are locally available, the more important trades in which the training has been imparted being tailoring, knitting, embroidery, radio repair, soap making. The Kendras have also continued to be the major agencies of broadbasing sports and games and of giving physical education the character of a mass movement.

Detailed guidelines are being formulated to further strengthen and consolidate the programmes of the Kendras and proposals to establish a suitable organisational structure to supervise the expanding activities of the Kendras are also under consideration.

2. *Establishment of Work Centres*

The basic objective of this scheme is to train out of school youth with potential for self employment in various occupational skills and help them to establish themselves in a productive vocation.

Three Work Centre Projects have so far been approved under this scheme; one is being implemented by a voluntary organisation at Calcutta, the second by the Andaman and Nicobar Administration at Port Blair and the third by the Punjab Government.

3. *Assistance for Promotion of adventure facilities, mountaineering including development of camping sites.*

The Government are assisting the Indian Mountaineering Foundation, New Delhi. The Foundation in its turn assist the mountaineering expeditions. Assistance is also given to the universities which have formed mountaineering clubs; to the Himalayan Mountaineering Institute, Darjeeling and to the Nehru Institute of Mountaineering, Uttarkashi for conducting adventure courses. Financial assistance is also rendered to other organisations and grounds of individual for conducting adventure programmes. The schemes for regular assistance for trekking, hiking and development of camping sites are under formulation. An amount of Rs. 50 lakhs has been provided in the Fifth Plan for these schemes.

4. *Assistance to voluntary Organisations engaged in Youth Welfare activities.*

Under the scheme, financial assistance is extended to any eligible voluntary body to cover 80 per cent of the expenditure upto the maximum grant of Rs. 10,000/- for carrying out youth welfare activities. During the year 1975-76 Rs. 2 lakhs have been allowed for this scheme.

5. *Youth Leadership Training Programme*

The Government are extending financial assistance to the various organisations to undertake the training programmes for the youth specially rural youth. The youth leadership training programme is intended to create an awareness in the rural youth about the new socio-economic changes and the new methods and techniques in

agriculture and allied sectors More and more youth leaders are now being trained through various agencies including Extension. Training Centres; N.D.R.I., Karnal; P.S.G: Industrial Training Institute, Coimbatore; etc. During the year 1974-75 about 580 persons were trained whereas during the year 1975-76, 4490 youth leaders were trained.

APPENDIX II

(*Vide* reply to recommendation at S. Nos. 29 and 30)

Outlay approved by Planning Commission for elementary education—1976-77

State/U.T.	(Rs. In Lakhs)	
	Elementary Education	M.N.P.
(1)	(2)	(3)
1. Andhra Pradesh	230·00	180·00
2. Assam	488·00	300·00
3. Bihar	776·00	709.00
4. Gujarat	254·00	210·00
5. Haryana	143·00	135·00
6. Himachal Pradesh	109·00	47·00
7. Jammu & Kashmir	120·00	91·00
8. Karnataka	207·00	160·00
9. Kerala	210·00	167·00
10. Madhya Pradesh	392·00	350·00
11. Maharashtra	400·00	325·00
12. Manipur	32·00	32·00
13. Meghalaya	38·00	25·00
14. Nagaland	59·00	18·00
15. Orissa	480·00	430·00
16. Punjab	608·00	472·00
17. Rajasthan	602·00	550·00
18. Sikkim	35·00	29·00
19. Tamil Nadu	350·00	50·00
20. Tripura	41·50	41·50
21. Uttar Pradesh	700·00	620·00

(1)	(2)	(3)
22. West Bengal	1196·00	575·00
23. A. & N. Islands .	20·92	20·92
24. Arunachal Pradesh	64·00	30·00
25. Chandigarh . .	31·00	..
26. Dadra & Nagar Haveli	5·41	5·41
27. Delhi	222·00	144·00
28. Goa, Daman & Diu	96·00	7·00
29. Lakshadweep	6·00	..
30. Mizoram	23·30	12·00
31. Pondicherry	28·00	5·57
TOTAL . .	7907·13	5741·40

APPENDIX III

(*Vide* reply to recommendation at S. No. 90)

Estimated requirement of some categories of manpower during the Fifth Five Year Plan 1974—79

	Manpower categories	Estimated requirement
1.	Engineers	
	Degree Diploma	2,00,000
2.	Doctors	38,000 (public sector)
3.	Agricultural Graduates & Post-graduates	30,000
4.	Veterinary Graduates	4,600
5.	Teachers	
	(i) Primary Middle	7,50,000
	(ii) Higher Secondary	1,64,000
6.	Nurse	35,000
7.	Auxiliary Nurse Midwives	73,000
8.	Lady Health Visitors	16,700
9.	Pharmacists	37,000

APPENDIX IV

(*Vide* reply to recommendation at S. No. 135)

The action taken on the recommendations of the Informal Group is given below :

Recommendation of the Informal Group	Action taken thereon
1	2
1. Control should be exercised through a representative in the State.	1. The administrative control of Nehru Yuvak Kendras is already being exercised through the Controlling Officers in each State/Union Territory who has been nominated by the State Governments.
2. The Self-employment programmes should aim at providing more job opportunities in rural areas and making life in villages more congenial.	2. The Youth Coordinators of Nehru Yuvak Kendras have been advised to organise training programme under the self Employment promotion activity, only in such trades which are suitable for rural areas and in which ample employment opportunities are available in villages.
3. More attention should be paid to physical activities such as organisation of sports and games body-building, wrestling and so on. Further indigenous sports and those requiring little or no equipment, should be encouraged.	3. Guidelines/instructions have been issued to all the Nehru Yuvak Kendras to broad baset sports and recreational activities. For this purpose the co-ordinators have been advised to set-up youth clubs in the villages and to carry on sustained activities through them. The coordinators have been advised that the involvement of youth in the sports and cultural activities should be 1500 per month per block.
4. The Coordinator should try and establish a travelling library and the literature should be in the vernacular.	4. At the Orientation Conference of the Youth Coordinators of Nehru Yuvak Kendras held in New Delhi in July, 1975, all the Coordinators were advised to establish circulating libraries throug the network of Youth Clubs set up in the villages.
5. The Coordinator should be provided with a motorcycle.	5. The proposal to provide motor cycle to the Youth Coordinator of Nehru Yuvak Kendra is under consideration in consultation with the Ministry of Finance.
6. The location of the Coordinator should be left to the discretion of the State.	6. The location of the Nehru Yuvak Kendras is already being decided on the recommendations of the State Governments.
7. The TA/DA of coaches should be increased to Rs. 750/- per year.	7. TA/DA of Sports Coaches has been raised by National Institute of Sports to Rs. 800/- per annum for each Nehru

1	2
	Yuvak Kendra if there are two coaches attached to the Kendra and to Rs. 600/ per annum for each Nehru Yuvak Kendra if there is only one coach working in the Kendra.
8. This scheme has received very little publicity. Much more should be done in this direction.	8. In order to give wider publicity of Nehru Yuvak Kendra programmes, the Youth Coordinator of all Nehru Yuvak Kendras were requested to establish close contacts with the Station Directors of All India Radio which are broadcasting Yuva Vani or equivalent programmes. The Coordinators were also advised to send monthly reports on their activities regularly to the Station Directors for publicising their programmes. The Youth Coordinators of Nehru Yuvak Kendras have also been advised to develop similar cooperation and contacts with the field units of the Directorate of Field Publicity for organising Joint programmes on subjects of common interest and for carrying out motivationa publicity campaign for the Nehru Yuvak Kendra programmes.

APPENDIX V

(*Vide* Introduction)

Analysis of the action taken by the Government on the recommendations contained in the Seventy Ninth Report of the Estimates Committee.

(FIFTH LOK SABHA)

(i)	Total number of recommendations	178
(ii)	Recommendations which have been accepted by Government (Vide Recommendations at Sl. no. 1 to 4, 8, 11, 12, 15, 16, 18 to 20, 23, 24, 26, 27 to 31, 33, 35 to 45, 47 to 57, 59 to 69, 71, 72, 74, 75, 77 to 79, 85, 89, 90, 94, 97 to 109, 111 to 126, 128 to 178.	
	Number	145
	Percentage to total	81·4
(iii)	Recommendations which the Committee do not desire to pursue in view of Governments replies vide recommendations at Sl. Nos. 14, 32, 34, 46, 58, 70, 73, 91, 110 and 127.	
	Number	10
	Percentage	5·6
(iv)	Recommendations in respect of which replies of Government have not been accepted by the Committee (Vide recommendations at Sl. Nos. 5 to 7, 9, 10, 13, 17, 21, 22, 25, 76, 80 to 84, 86, 87, 88, 92, 93, 95, 96.	
	Number	23
	Percentage	13

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